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# NAVAL POSTGRADUATE SCHOOL

Monterey, California



## THESIS

WOMEN AT SEA: WELCOME ABOARD?

by

Joyce A. Sherrod

March 1983

Thesis Advisors:

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Women At Sea: Welcome Aboard?		5. TYPE OF REPORT & PERIOD COVERED Master's Thesis; March 1983
7. AUTHOR(s) Joyce A. Sherrod		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS Naval Postgraduate School Monterey, California 93940		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
12. REPORT DATE March 1983		13. NUMBER OF PAGES 140
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		15. SECURITY CLASS. (of this report) Unclassified
16. DISTRIBUTION STATEMENT (of this Report)  Approved for public release; distribution unlimited.		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Women in the Navy Women in Ships Women Managers Organizational Change Androgyny Organizational Socialization		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number)  Industrial psychologists claim that social acceptance and integration of new personnel on the job is of major importance in the work environment. During fiscal year 1978, 53 female naval officers stepped out of traditional roles and on board a total of 14 ships. This event broke decades of tradition against navy women being permitted aboard line ships. Currently, there are 187 female officers on board a total of 30 ships.		





## #20 - ABSTRACT - (CONTINUED)

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Women At Sea: Welcome Aboard?

by

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Submitted in partial fulfillment of the  
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MASTER OF SCIENCE IN MANAGEMENT

from the  
NAVAL POSTGRADUATE SCHOOL  
March 1983

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## ABSTRACT

Industrial psychologists claim that social acceptance and integration of new personnel on the job is of major importance in the work environment. During fiscal year 1978, 53 female naval officers stepped out of traditional roles and on board a total of 14 ships. This event broke decades of tradition against navy women being permitted aboard line ships. Currently, there are 187 female officers on board a total of 30 ships. This study attempts to discover what actions the commands took in fiscal year 78 to enhance the integration of the first shipboard women officers five years ago and what the women did or experienced that facilitated their integration. This data is compared to the current social integration data. Additionally, this study addresses the issue of what exhibited behaviors were considered acceptable by the shipboard commands for female officers and to what extent these behaviors could be considered typically masculine, typically feminine or androgynous. This is accomplished by using the BEM sex role inventory. Conclusions include an overall improvement in the social integration of women onboard ship and in supervisory relationships. It was observed there is a belief that typically masculine behaviors are encouraged onboard. There is a need for more attention to be focused in the area of command climate.





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## I. INTRODUCTION

The research goal in this study is to discover whether there was a noteable difference between the initial (Fiscal Year 1978) and current (Fiscal Year 1982) groups of ship-board women officers in their organizational socialization onboard navy ships. If western society and in particular, the U.S. Navy is moving towards a more integrated society and workforce, it is necessary to be aware of what methods and policies facilitates the transition with the minimum loss of time, trained personnel and effectiveness.

Due to limited human resources, the need for the women officers is apparent, but women must be employed effectively for maximum results. During Fiscal Year (FY) 78, Vice Admiral James D. Watkins, then in the position of Chief of Naval Personnel, addressed the Subcommittee on Military Personnel of the House Armed Services Committee. He said,

Our armed forces are attempting to maximize their readiness through more efficient use of both manpower and womanpower...The onset of the All-Volunteer Force has provided us an additional incentive to improve our utilization of young women in the national human resources pool. The projected decline of the male population eligible for military service in the 80's and beyond has increased the urgency of efforts in this area. [Ref. 1]

Hopefully, this study will help determine what actions have facilitated women's integration on ships, so this resource can be more effectively employed.

According to Van Maanen, "Organizational socialization refers to the process by which a person learns the values,





norms, and required behaviors which permit one to participate as a member of the organization" [Ref. 2]. Key factors in the organizational socialization processes are one's peers, immediate supervisors and the organization's or command's policies.

Once the individual is in the work setting, a vast amount of critical information must be absorbed and translated into appropriate action to insure maximum positive results. This is assuming that the information is readily available. Technical learning, 'what to do to accomplish the job', is typically available on board ship via the ship's organizational and regulation manual, inspection guides and interface with the job incumbent during the relieving process; however, organizational learning, 'how to get things done here', what actions and behaviors are acceptable here, requires a supportive environment and/or willing teachers.

Regarding the use of male and female officers onboard ship, "sex role stereotypes include far more than oversimplified distinctions between the characteristics of males and females. For much of this society, these distinctions have been translated into rigid expectations regarding appropriate roles (and behaviors) that members of each sex are to play (and display)" [Ref. 3].

Women who trailblaze into traditionally all male bastions encounter ingrained, culturally reinforced, stereotypical thinking towards them, which may inhibit their success. As



McLane noted, "Men who have known women only as mothers, wives, and secretaries, suffer discomfort in interfacing with them as peers, supervisors, clients...Many men have been taught that women are less competent than they, so witnessing women succeeding at their job is understandably disturbing" [Ref. 4].

Another obstacle is faced "when women cannot mingle easily with male colleagues in informal settings where business gets done (and therefore) they cannot become fully prepared to exercise influence" [Ref. 5] in the organization. These situations can interfere with the efficient and effective functioning of the command.

When women are allowed to fully participate in the organization at all levels, is when they will be included in the folds of the informal structure of the organization and be privy to all the 'rules of the game'.

During FY 78, a total of 53 female naval officers were assigned aboard 14 naval line ships to serve with their male counterparts. This was accomplished by the repeal of Title 10, United States Code, Section 6015, which was enacted in 1948. The original code stated, 'women may not be assigned to duty in aircraft that are engaged in combat missions nor may they be assigned to duty on vessels of the navy other than hospital ships and transports'.

The current code, ammended in 1978, due to a class action suit brought by six plaintiffs states: 'women may not be



assigned to duty in vessels or aircrafts that are engaged in combat missions nor may they be assigned to other than temporary duty on vessels of the Navy except for hospital ships, transports, and vessels of a similar classification not expected to be assigned combat missions'.

The current interpretation of this policy is that navy women are allowed to serve on the following ships:

TABLE 1

Navy Ships Women Are Allowed To Serve On

MAJOR AUXILIARIES

- Destroyer Tender (AD)
- Repair Ship (AR)
- Submarine Tender (AS)

RESEARCH SHIPS

- Deep Submergence Support Ship (AGDS)
- Guided Missile Ship (AVM)

MINOR AUXILIARIES

- Submarine Rescue Ship (ASR)
- Salvage and Rescue Ship (ATS)

MOBILE LOGISTICS SUPPORT FORCE SHIPS

- Store Ship (TAF)
- Surveying Ship (TAGS)
- Fleet Ocean Tug (TATF)

TRAINING SHIPS

- Training Carrier (AVT)

SERVICE CRAFT

- Large Auxiliary Floating Dry Dock (AFDB)
- Medium Auxiliary Floating Dry Dock (AFDM)
- Auxiliary Repair Dry Dock (ARD)
- Medium Auxiliary Repair Dry Dock (ARDM)
- Yard and Harbor Craft





As of this writing, there are no navy women, officer or enlisted, on the minor auxiliaries, due to the costliness of modification for female berthing, nor on board TAFs or TATFs. The service craft vessels are technically considered shore duty locations.

The integration of navy women on board ship was structured so that initially women officers would arrive first, followed by women enlisted personnel. The women officers were to report aboard in pairs. The majority of initial women officers on ships (92%) were assigned to the major auxiliary ships. These ships have a heavy complement of limited duty officers (LDO) and chief warrant officers (CWO) with few surface warfare officers. From the survey response, 60% of the destroyer tender's wardroom is LDO & CWO, 36% of the repair ship's wardroom is LDO & CWO and 54% of the submarine tender's wardroom is LDO & CWO. LDOs and CWOs are typically former enlisted personnel with at least seven years prior service with a well developed technical expertise.

Women are therefore attempting to integrate into a wardroom which is typically heavily dominated by older, highly technically qualified men.

The numerical progress of gender integration onboard ship is summarized in Table 2.

It is hypothesized here that in the initial group of women officers responded by attempting to assimilate in the male dominated environment. This would have been encouraged





TABLE 2

## Number of Women Onboard Navy Ships

At the close of Fiscal Year	78	79	80	81	82
# of women offi- cers onboard	53	82	120	150	187
# of ships with women officers	14	23	27	29	30
# of women enlisted onboard	357	523	694	1895	2294
# of ships with women enlisted	5	8	10	17	22

by the fact the women were arriving onboard ship with little peer support, non existent role models and the pressure of massive scrutiny. This response could further be exhibited by the women believing that stereotypical male behaviors are rewarded and encouraged by the command.

If women officers are suppressing 'feminine' characteristics or characteristics that are not immediately noted as masculine, it encourages the standard that masculine behaviors are those that are best suited for management and management aboard navy ships. This type of thinking reduces the chance for evolution in cultivating efficient and effective methods in managing a highly diverse work force.

Now, 5 years later, it is hypothesized that women see their commands are encouraging more 'androgynous' behaviors. The word androgynous is derived from the Greek 'andros' = man



and 'gyne' = woman and is defined as the uniting of the physical characteristic of both male and female, as in hermaphroditic. Psychological androgyny refers to a person displaying both stereotypic male and female behaviors in various responses to various situations. An androgynous person can be both gentle (stereotypically female) and self reliant (stereotypically male) without internal conflict over appropriate social roles. It has been postulated that a manager should be flexible in his/her responses to situations and not be trapped by role behaviors which are masculine or feminine.

If organizations are recognizing that the stereotypical masculine behaviors (strong, dominant, analytical, etc.) are not the only behaviors which can discern a good manager, those organizations are evolving towards a model of synergy.

Synergy assumes that each individual member of an organization brings an uniqueness that can enhance the organization through the incorporation of their differences into the existing norms, policies and procedures. It requires a recognition of individuals and their individual talents and bringing them together to determine their effective use in the organization. If organizations (which includes the US Navy) are currently recruiting managers that do not match with the homogeneous precedent (males/females, blacks/whites/Asians, etc.), they therefore cannot expect the behaviors that have traditionally characterized the white male environment.



The objective of this study is to determine:

- 1) Were the later entry experiences (post surface warfare officer's school) of the initial and current group of women significantly different?
- 2) What behaviors, masculine, feminine or androgynous, do the initial and current shipboard women officers see as being encouraged by their command?
- 3) What actions commands took in FY 78 and are currently taking to facilitate the integration of women officers on board line ships?

In order to accomplish this end, the study begins with a brief review of the relevant literature. This is followed by a description of the data gathering method. A summary of the data obtained follows. The last sections are concerned with an analysis of the data, what conclusions can be drawn from the data and recommendations for further study.

The reader should be familiar with typical military/navy terms, and elementary statistical tests (T-test, Chi Square, and One-Way Analysis of Variance). The significance level used is 0.05.





## II. LITERATURE REVIEW

This section will present the concepts of: organizational socialization, peer relationships and supervisory relationships as involved with socialization, androgyny, and synergy.

### A. ORGANIZATIONAL SOCIALIZATION

Edgar Schein defined organizational socialization as "the process of 'learning the ropes', the process of being taught what is important in an organization or its subunits thereof" [Ref. 6]. Effective socialization of new employees is essential in creating 'members' of the organization. Organizational socialization can be highly formal via a required indoctrination program for new employees. It can also be highly informal as in the case of 'stumbling through' the organization and eventually getting the 'hang of it'. The buddy sponsorship program in which each new employee is under the wing (to varying degrees) of a current member of the organization, is an example of a more structured form of informal socialization.

Organizational socialization covers job training in technical skill acquisition, social interplays as in learning about the members of the work group and what is expected, and the political learning of the newcomer in determining who in the organization has the formal and informal power.

Individuals experiencing organizational socialization, the process of going from the outside of the organization to





the inside of the organization, experience three stages: anticipatory, entry and metamorphosis, as described by Schein.

Anticipatory socialization is the first stage in this process. This is a 'pre-entry' stage. The individual has not yet had the contact with the organization. This preparatory conditioning begins during childhood via family members, peers, institutions, and the media. One theory is that the gradual internalization or acceptance of values and ideals (which is influenced by the individual's class, family structure, ethnic background, etc.) predisposes the individual's interest and drive in future career choices. Merton states "for the individual who adapts the values of a group to which he aspires but does not belong, the orientation may serve the twin functions of aiding his rise into that group and of easing his adjustment after he has become a part of it" [Ref. 7]. That adjustment period is the entry stage.

The entry stage is a period of high anxiety when the individual actively joins the organization. The previously described anticipatory socialization stage has either influenced an easy assimilation into the organization due to the fostering of realistic expectations or a reality shock due to misinformation or unrealistic expectations.

Entry is influenced by: environmental factors, physical location of organization local community values and norms, the economic environment, the organization's status in the community and organizational factors (the discipline system,



the degree of commitment expected by the organization and how it is obtained, the degree of control over members lives (organizational and non-organizational), the formality of the setting, and if new members are socialized as a group (e.g., military basic training) or as individuals.

The metamorphosis stage, or 'continuance' could be described as a meshing of the organization's and individual's goals to a mutually satisfying extent. This is when the newcomer actively becomes a 'member' of the organization.

As described by Van Maanen, individuals can settle into the following types of adjustment to the organization.

TABLE 3

A Typology of Individual Adjustment to an Organization

Mode of Adjustment	Level to which the person satisfies the expectations of:	
	The Relevant Group	The Organization
"Teampayer"	Acceptable	Acceptable
"Isolate"	Unacceptable	Acceptable
"Warrior"	Acceptable	Unacceptable
"Outsider"	Unacceptable	Unacceptable

(taken from Van Maanen, p. 85)

The above typology depicts that the socialization of a new organizational member can be one of four different modes or responses of the person to the situation. A situation



where the individual is a positive addition to the relevant group, which consists of the peer group, the immediate supervisor, and, if applicable, immediate subordinates, and a positive addition to the organization can be described as the acquisition of a 'team player'. This person 'fits' in the organization well. He or she has accepted the group norms and values and has incorporated those as his/her own. The 'team player' conforms to both the group and organizational expectations, which implies that the individual's and the organization's needs are in congruence.

The 'isolate' finds little comfort in his/her relevant group and goes about the business of the organization with little true interaction with the group. The 'isolate' is satisfying the needs and expectations of the organization but not of the relevant group. This individual does not feel any membership to the relevant group, but does contribute to the mission of the organization.

The 'warrior' is an example of an individual who can be acceptable to the relevant group, but unacceptable or expendable to the organization. The 'warrior' is constantly 'bucking the system', its policies, norms, and structure. She/he may satisfy the needs of the relevant group, such as the position of an advocate for the workers, but is consistently at odds with the power structure. A union steward could be an example of a 'warrior'.





The 'outsider' fails to meet expectation of either party, the relevant group or the organization. This individual is of limited value to the organization or the relevant group.

When women attempt to integrate previously all male areas, the choice of the mode of adjustment may be difficult for the individual to consciously decide or control. Some may want to be a 'team player', but the group may only allow her the role of 'isolate' or 'outsider', depending on their view of her value to the organization and/or her aggressiveness/assertiveness to belong.

Another way of characterizing the concept of organizational socialization could be the potentiality of the newcomer to become one of the following: a conformist, a rebel or a 'creative individual' (Schein). Simply stated, to conform is to align your behavior to the organizational norms to a great extent, such as the team player. To rebel is to reject those organizational norms and protest them by individual defiance or by encouraging the organization to change. In contrast, the creative individual has been described as the individual accepting those organizational norms and values which agree or complement those the individual already holds, and rejecting those organizational values and norms which are in conflict with the individual's values. This, Dubin states, must also be considered a type of rebel or deviant behavior, because the newcomer is rejecting the status quo to some extent (Dubin).





'Creative individualism' may be a dangerous tightrope to cross. Porter wrote:

It is often hard for both the individual and the organization to discern when a person is exhibiting enough individualism to contribute something new and valuable to the total collectivity,...or that he is in danger of tearing down a reasonably well functioning system rather than building it up....The organization must have enough flexibility to allow a creative individual to exist, otherwise the responses of conformity or rebellion become the only options. [Ref. 8]

As previously discussed, the relevant group is of great importance to the newcomer in the organization. This peer group influence in the socialization process is discussed next.

#### B. PEER RELATIONSHIPS

The individual's response to the organization does not occur in a vacuum, because relationships with peers affect the socialization process. As women integrate into previously all male areas, there seems to be three broad possibilities of male response: acceptance, isolation, and putdown.

Acceptance is what the vast majority of new organizational members strive for, and when acceptance is achieved, most social scientists agree that a beneficial situation for the organization and individual is generated. As Feldman wrote, "the more acceptance a new recruit feels, the more he will feel trusted by the other group members: he will also be more likely to receive evaluative and informal information that will help him both in doing his job and in interacting with other organizational members" [Ref. 9].



The isolation response is the purposeful exclusion of females by the males in group in all activities, work and non-work related. The 'putdown' is a behavior which includes both belittling behavior towards females and an exclusionary response by the males towards the females. It is a more active response than isolation. This exclusionary behavior can have damaging consequences such as encouraging non-participation with the relevant group. This could diminish her effectiveness to the organization through her alienation. This has been done by denying her access to information helpful or critical for improved work effectiveness. This denial of information can be deliberate or unconscious, such as, a limited duty officer (LDO) assuming that the age difference between himself and a new female ensign prohibits any interaction other than the formal, the directly job-related, could be useful in the acclimation of the newcomer to the command.

Supportive relationships between peers is a situation to strive for in organizations. William Evan, in studying training programs and their dropout rates, discovered that interaction of an individual with two or more peers had a significant effect on lowering the dropout rate from the training program. Additionally, Evan found, the departmental assignment of the newcomers to the organization did not have a significant effect on the dropout rate. This is interesting considering the navy usage of the two-person 'buddy



system' in the initial stages of integrating the women on-board ship, and that women have been culturally encouraged, during childhood, towards lone or two-girl groups.

An additional aspect to a new member's adjustment to the organization is via the relationship with the immediate supervisor.

### C. SUPERVISORY RELATIONSHIPS

Strauss & Sayles state:

Employees want to know not only what to accomplish but also how to accomplish it. If employees lack appropriate training and instruction, their efforts are wasted, and both productivity and satisfaction suffer. Supervisors can provide guidance to their subordinates in a number of ways:

By supervising them closely on a minute-by-minute basis, telling them exactly what to do.

By providing detailed advance instructions (rules) covering most contingencies.

By providing broad forms of training that impart general skills.

By making themselves available for questions, but otherwise letting subordinates work things out by themselves. [Ref. 10]

Whether you agree with Strauss and Sayles opinions or not, one thing is clear--the immediate supervisor does have a profound effect on the performance and acclimation of a subordinate.

An individual who has a senior person within the organization (or in a similar organization) who is interested in that individual's progress is a highly sought after commodity. Authors note that it is not necessary to have a mentor or





sponsor to succeed in an organization, but often sponsors are very valuable. All of the women executives interviewed for the book, The Managerial Woman, told of having at least one mentor during their managerial career, often having different ones at various times during their career.

The sponsor or mentor develops a high trust, helping relationship with the junior. It is not an altruistic relationship (Fernandez) or a static one. Mentor relationships have a specified lifetime, and must be ended once that time that the joint needs of the individuals are met. A "strictly altruistic sponsorship (on the sponsor's part) can be dangerously close to paternalism" [Ref. 11], which can restrict rather than encourage growth in the employee.

Minorities and women are said to have a harder time with developing mentor relationships than white males.

White godfathers look after white godsons...since women cannot be seen as substitute sons, nor can minorities because of color, their relationship with (white) power figures are fraught with difficulty...who can look at a woman and see themselves? [Ref. 12]

Fernandez also states that emulation of the dominant groups behavior is not the way to 'attract' a sponsor because a sponsor tends to seek someone with a unique quality that distinguishes them from the masses of managers.

Lately, a concern has been noted in the literature regarding the idea that women 'have to have' sponsors in order to succeed. The implication that a woman is unable to cope or fend for herself in the managerial world without a 'father



figure' is patronizing. What is truly unfortunate is that there are so few senior women in management who could sponsor newcomers into organizations.

With the plethora of male role models, a 'role strain' may be seen in women managers. This is due to the fact that the 'typical' manager if described, will be described in stereotypically masculine terms (strong, independent, forceful, competitive, aggressive). The researcher is not stating that women cannot be described in those terms, but if you want to describe basic characteristics of each sex, we as a society have not come to describing the typical male with the characteristics of gentle, warm, nurturing.

A woman in a managerial position is fighting the fact of being a 'woman' or 'female' and being in a male profession. This can create a dichotomy in a supervisor's, peer's or subordinate's mind. She may feel, that in order to be viewed as the manager, in charge, that she should restrict her behavior to those 'male' behaviors which are 'appropriate' to management. The advent of women managers indicates a need to look at a more flexible managerial model.

#### D. ANDROGYNY

In addition to what has been previously discussed, not only is the female naval officer treading into male territory by being on board ship, but by simply being a manger she is violating male boundaries.



It is the male, not the female stereotype which coincides with the managerial model. The model of the successful manager in our culture is a masculine one. The good manager is aggressive, competitive, firm and just. He is not feminine, he is not soft and yielding or dependent or intuitive in the womanly sense. The very expression of emotion is widely viewed as a feminine weakness that could interfere with effective business processes. [Ref. 13]

This difficulty of culturally ingrained socialization is illustrated so, "girls come into the role of women officers relatively unprepared, with only vague notions about role expectation...society's image of femininity is generally incompatible with the aggressive image required of the military leader" [Ref. 14].

It is not being stated that women can not display these traits of leadership with perfect credibility; however, there will be 'role strain', a conflict of traditional and professional roles. The chasm between early sex role typing of the female and the professional behavior rewarded on the job. The fact that displays of 'femininity' in the business environment are met with amusement, disdain, and/or horror, places restrictions on very familiar and comfortable behavior.

A new woman naval officer, just arriving on board ship with a group pre-entry experience of officer candidate school and surface warfare officer school, is now in the entry stage, grooming and developing effective behaviors for shipboard managerial success. The initial women onboard ship had no female role models readily available. There were women assigned on board ships previously, but those were hospital





ships, not ships of the line. It would seem that typically masculine behaviors, forcefulness, dominance, self-reliance, would be the key for success aboard ship, and such behaviors would predominate the managerial style and behavior of the women. These male behaviors are known to work, and are those which people are familiar with.

This is true in the civilian world also.

The accepted role for a woman has been to be non-aggressive, maternal, dependent upon males and to assume only secondary positions in the business world. A woman who has ambitions to succeed as a manager must either be castigated as unfeminine or forsake her aspirations...to accept a woman as a successful manager men must either adapt their conception of an effective manager or redefine their idea of femininity. [Ref. 15]

#### 1. Male Managerial Model

Other research supports the male managerial model. In 1965, the Harvard Business Review reported a survey of 2000 executive (1/2 male and 1/2 female). Part of the survey asked those executives what actions or behaviors would they recommend to women managers.

Sixty three percent of those surveyed responded to the questionnaire in this area. The second and third most frequent response of the men were in direct opposition. One group recommended to women 'to behave in a business-like fashion, but don't act like a man' and the other group said to 'be aggressive, be confident, have drive, act like a man'. [Ref. 16]

Similarly, the women respondents had as their second and third most frequent response, the same as presented above. This typifies a 'no-win' situation the women face in professional behavior advice.





In 1977, a study of newly commissioned army officers, all in the general administrative field, were asked to rate their peers on leadership potential. Females were rated significantly lower than males by both males and females. The authors state that this is possibly due to the fact whether in 'the field' (a typically male domain) or in the office, the managerial model is a 'male' model.

## 2. U.S. Air Force Academy Experience

There does seem to be a great deal of distress at the prospect and action of the integration of men and women professionally. At the Air Force Academy in the 1980 study, "many upperclassmen did not want women admitted and had strong feelings that integration would adversely affect the quality of academy life. The eliteness, maleness, and traditions of the academy were at stake" [Ref. 17].

## 3. U.S. Naval Academy Experience

At the Naval Academy, in 1980, the absence of a co-operative atmosphere between males and females plebes was confirmed. At that time, a greater proportion of the upper-classmen as compared to the male plebes, viewed the presence of women at the academy as affecting discipline, the credible image of the academy and "my pride in being a part of the brigade" [Ref. 18]. The chair of the committee opposing coed academies in written testimony before the House Armed Services Committee in 1978 stated that a male Naval Academy student of the class of 1980 expressed, "if a woman can do what I am doing, where is the challenge?" [Ref. 19].



Adding to the pressure, the renown psychologist, Erik Erickson wrote, "no doubt there exists among men an honest desire of wishing to save, at whatever cost, a sexual polarity, a vital tension and an essential difference which they fear may be lost in too much sameness, equality, and equivalence? [Ref. 20]. Despite the male (white) = manager attitudes of this culture, some researchers are looking at other than male behaviors as positive role models for managers.

Culturally, in the west, males have learned to develop 'leadership' skills, by working in teams, focusing on group goals, & competition, specifically by the youthful encouragement of team sports. Females, on the other hand, have traditionally developed other skills such as relating to others, and motivating action.

In terms of management, males have the (culturally) sex-linked strengths of competitiveness, aggressiveness, etc., while females have the (culturally) sex-linked strengths of interpersonal skills and employer concern. Both sexes have various strengths developed in early social training that contribute to effective management. [Ref. 21]

"The concept of psychological androgyny implies it is possible for an individual to be both 'masculine' and 'feminine', both assertive and yielding..., depending on the situational appropriateness" [Ref. 22]. Androgynous behaviors implies a higher degree of flexibility for the individual in relating to people, ideas, and situations.

#### 4. BEM Sex Role Inventory

Using the Bem Sex Role Inventory (BSRI), an individual is scored on a Likert type scale on twenty personality



characteristics, masculine ones (ambitious, dominate, self-reliant) and feminine ones (affectionate, gentle, understanding). A person is asked to indicate on a seven point scale (always true to never true) how well each of these characteristics describes them. The difference between the two scores, masculine and feminine (via a T Test) determines the androgynous score (where  $T > 2.025$  = feminine, where  $T < -2.025$  = masculine,  $-1 < T < 1$  = androgynous).

In her experiments, it was found that those subjects who were rigidly in the masculine or feminine roles actively avoided any crossover behaviorally. An example would be a 'macho' man acting with tenderness. This distinctly limited the person's flexibility by surpressing cross sex behaviors. In addition, in another study, high femininity in women consistently correlated with low self esteem, high anxiety, and low social acceptance, and high masculinity in males consistently correlated with high anxiety, high neurosis and low self acceptance (see Harford, Willis & Deabler). "The highly sex-typed person becomes motivated...to keep his or her behavior consistent with an internalized sex role standard. The individual surpresses any behaviors which might be considered undesirable or inappropriate for his sex" [Ref. 23].

To further state, of those behaviors listed in the BSRI, the majority of westerners (male and female) do display all of these behaviors at some time or another in their lives.







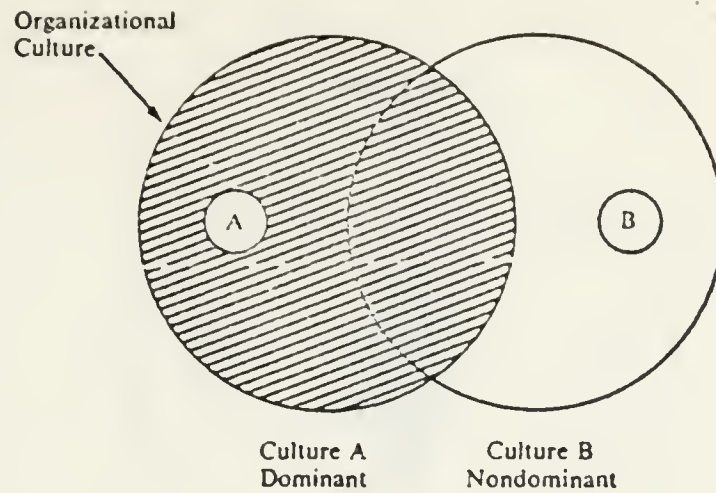
The critical concept is, which behaviors does an individual express and feel comfortable in expressing without the threat of social ostracism. Is it ok for a woman to be strong? Is it possible for a woman to be strong without a reference to her probable sexual preference? A husband can 'help out' with the housework, now and then, but to totally take over the household chores in a two career family, or become a househusband is still met with raised eyebrows and disdainful smirks. It seems, in the researcher's experience, that a transgression, now and then, over sexual boundaries is acceptable in some communities, but a "reversion" to the standards of sex appropriate behavior is expected.

#### E. SYNERGY

Creating an environment or command climate where an individual's behavior can be accepted, necessitates the command to work towards a synergistic approach in management, when dealing with different cultures (east/west, black/white, male/female). N.J. Adler has developed three models using the example of two different cultures in one environment.

The first is the cultural dominance model (see next page).





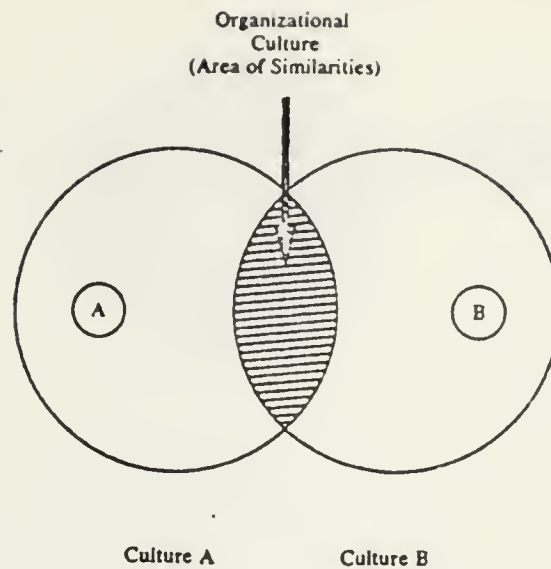
(Taken from Adler)

Figure 1. Cultural Dominance Model

One culture's style, values, ideals are all permanent fixtures in the system. It is an ethnocentric model in which one culture states, 'I am the best'. It does not recognize or value the non-dominant culture. It is a superior/subordinate relationship of cultures. Adler states this model is effective, consistent and simple; however, there is resistance, limited effectiveness and little intercultural learning. An example of this in management styles would be how domestic management is handled.

The second model is the cultural compromise model (see next page). In this model the two cultures use the similarities between the two cultures and works within those similarities. It is limited within these boundaries and opportunities for development and progress is higher than the cultural dominance one. There is a much greater potential for





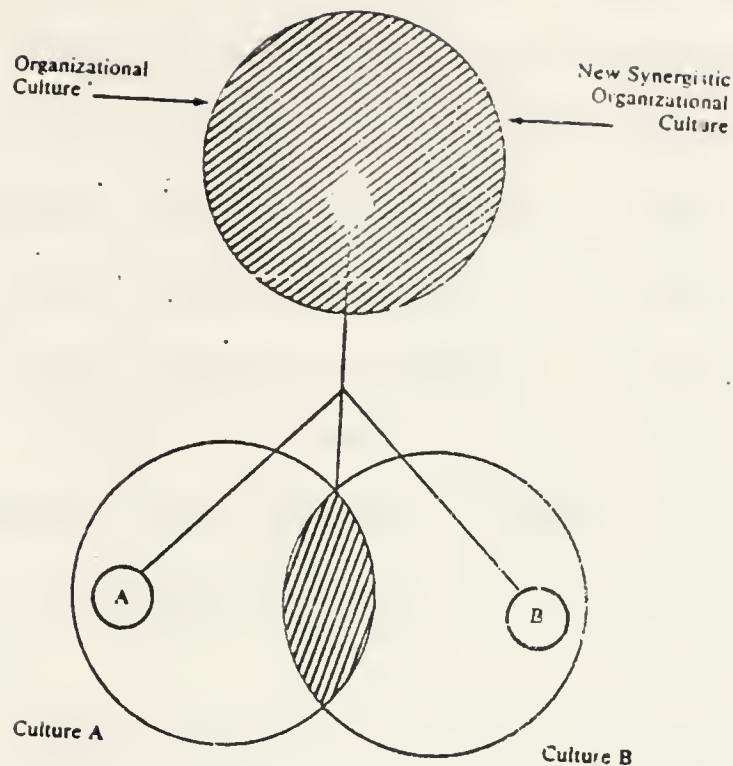
(Taken from Adler)

Figure 2. Cultural Compromise Model

inter-cultural learning. An example of this in management styles is how inter-national management is handled (however, some intercultural management is characterized by the cultural dominance model).

The final model is the cultural synergy model (see next page). Organizational policies and positions are formed on the basis of, but not limited to, the member cultures (as in Model 2). This model doesn't ignore or minimize impact of a specific culture (as in Model 1), but uses them as a resource. The 'best' way of accomplishing some task may not be culture specific to any member culture, but a different, unique response formed from the inputs of the member cultures and the surrounding environment. Each member culture is





(Taken from Adler)

Figure 3. Cultural Synergy Model

recognized and valued in the organization. There must be an understanding and respect for each member culture's norms and values and how they impact on the organization. There is a development of many options, but this method requires a dedication of time and energy to maintain and grow.

Recognizing that there are two different cultures interacting when women integrate a traditionally all male environment, such as a navy ship, these models can assist in determining what transpires in that integration process.





All the previous factors (organizational socialization, peer and supervisor relationships, the concept of androgyny and synergy) impact on the newcomer's degree of integration into the work environment. Navy women officers have decidedly different pre-entry experiences as young girls than their male contemporaries did as young boys. Their early entry experiences (Naval Academy, Officer Candidate School, NROTC and Surface Warfare Officer's School), on the other hand, are identical to their contemporaries. The women's later entry experiences, when they are actually on board ship, were unique in the sense of any new group in the process of integration.

The pressure of conforming to male behaviors, the lack of a true peer group, possible hesitant or over-protective supervisors, creates an environment which is hostile towards integration into the command. The questions the researcher wants to answer are:

- 1) Were the later entry experiences (post SWOs) of the initial and current group of women significantly different?
- 2) What behaviors, masculine, feminine or androgynous, do the women officers see their commands as encouraging, and is there a significant difference in the perceptions of the two groups?
- 3) Do the commanding officers of the initial group and the current group of women differ significantly in manner they facilitated the women's integration on board ship?



### III. METHODOLOGY

#### A. CONDUCT OF THE STUDY

Two groups of naval officers were included in this study. One group consisted of female naval officers. This group was subdivided into two subgroups. The first group were the women naval officers who were part of the initial input of women to be stationed aboard line ships during FY 78. Also included were the female naval officers currently aboard line ships as of June 1982. The second group consisted of commanding officers of navy ships who had female naval officers assigned. The first subgrouping of that section were the commanding officers of the initial ships during FY 78 to receive women officers aboard and the second subgrouping were the commanding officers of the ships who currently have women officers in their wardroom.

This study was conducted by the use of a mixture of structured and open ended questions administered to both groups in questionnaire format. A package was delivered to potential respondents with a cover letter, a questionnaire, and an addressed return envelope. The current commanding officer's package also contained a sample questionnaire which would be sent to their female wardroom members. The cover letter informed respondents of the confidentiality of their responses and that any use of information would be identified only by groups of ship types, i.e., 'AD', 'AR', 'AS', or 'other auxiliary ship' only.



There also was an urging for honesty and completeness in filling out the questionnaire. A contact autovon phone number for the researcher was provided in the cover letter if there were any questions that could be clarified.

It was approximated that the questionnaire took between 30 and 60 minutes to complete. Between 15 and 18 Sept 82, prior to the mail-out of the questionnaires, the researcher hand delivered the two sets of questionnaires to ship commanding officers and women officers on board four west coast ships to test the applicability and understanding of the questions posed. Questions for the commanding officers were administered verbally, in an interview format. On three of the ships, at least one woman officer had the questionnaire administered to her personally to check for comprehension.

The remaining questionnaires packages were mailed out between 30 Sept and 22 Oct 82 for return by 15 Nov 82. With five exceptions (two commanding officers and 3 women) the returned questionnaires indicated that the respondents understood the questions correctly and completed the questionnaire.

## B. THE SAMPLE

The sample for this study was drawn from the population of former and current shipboard women and commanding officers of integrated crews. The commanding officers were of paygrade 05 or 06. The women officers formerly or currently on board ship were of paygrades 01 to 04.





Table 4 describes the population of potential respondents used.

TABLE 4  
Respondents to Questionnaire

	Total Number	# of Surveys Sent	# of Surveys Returned	Return Rate (%)
Initial Women	53	37	21	56.8
Current Women	187	187	105	56.1
Initial Commanding Officers	14	14	9	64.3
Current Commanding Officers	28	28	17	60.7

Note (1): Return Rate = # of surveys returned/# of surveys sent.

Note (2): The USNS Chauvenet and the USNS Harkness (both T-AGSS) were not included in the study.

The 53 initial women represented 70% line and 30% staff (includes supply, medical and dental corps). The returned questionnaires were 100% line respondees.

The 187 current women represented 60.9% line, 35.2% staff (which includes supply, medical, medical service, dental, judge advocate general and chaplain corps), and 0.04% LDO



and CWO. The returned questionnaires were 63.3% line, 34.7% staff, and 0.02% LDO and CWO.

### C. THE QUESTIONNAIRE

The questionnaire for initial and current women officers consisted of 3 open ended questions, 42 fixed response questions, and 1 behavioral instrument filled out using a Likert type scale (see Appendices A and B).

The three open ended questions were: "What Navy training did you receive prior to arriving onboard?", "Describe what areas you think you could use more training in (if applicable)?", and "Describe what things occurred or did not occur to give you your impression of the degree to which you were welcomed aboard", were asked to gather potentially widely varying information from a wide variety of people. The behavioral instrument, the BEM Sex Role Inventory, listed sixty adjectives, describing various behaviors. Twenty were stereotypically masculine (the first, 'self-reliant', and every third one thereafter), twenty stereotypically feminine ('yielding', and every third thereafter) and twenty neutral ('helpful' and every third thereafter). The respondents were instructed to rate each adjective with a number corresponding to what extent their command encouraged or rewarded those behaviors.

The BSRI was then recoded as per A.G. Sargent's method and an androgyny score was computed to determine the degree of masculinity/femininity/androgyny was encouraged from the



personnel assigned. A comparison of the initial and current women on board ship was done.

The fixed response questions attempted to determine the degree of integration achieved by the women via peer relationships (to what extent: women are put in positions equivalent to their male peers, male/female peers are helpful, candid, and to what extent do you feel comfortable with your male/female peers), supervisory relationships (to what extent: do you feel free to give suggestions to your supervisor, does your immediate supervisor give you 'straight' answers, can you ask your supervisor for ideas), and the use of networks (to what extent: do you feel excluded from informal information networks, do you receive information concerning job skills from sources outside your immediate chain of command), and if the women perceived any difference between situations on their ship as opposed to other integrated ships ('in your opinion', questions). Other questions were to benefit the researcher in familiarization of shipboard life (e.g., deployment schedules, temporary duty opportunities, etc.).

The questions for commanding officers consisted of 10 open ended questions and 9 fixed response questions. These attempted to discover how the COs prepared their crews for the change to an integrated vessel and what actions did they do to maintain a certain command climate.





#### D. OTHER SOURCES OF INFORMATION

In addition to the questionnaires, the researcher conducted background interviews with the Women's Program Coordinator (OP-136), the Women In Ships Coordinator (OP-136E), the Equal Opportunity Assistant for Women (NMPC--61), the Director, Human Resource Management Programs (OP-15), Special Assistant for Women's Matters (OP-01W) and a female line officer who was one of the first line officers stationed aboard the USS Sanctuary (AH-17), a hospital ship.

Additionally data was obtained from a study done on the competencies required for managers in heterogeneous work groups (Tirado & McGonigal, in press). The data was collected by the use of the behavior event interview technique originally used by McBer & Co., who developed the LMET competencies. The researcher was one of the members of that team.

#### E. ANALYSIS

Tests for significant differences between means of data (T-Test), and analysis of variance tests (ANOVA) were done on data. Comparisons of other data by percentage response was done on other data. The BEM Sex Role Inventory was scored for each respondent and a mean score was computed for each group, current and initial women. Scores of -3 to -1 are the masculine type, -0.9 to -0.5 are the near masculine type, -0.5 to +0.5 are the androgynous type, +0.5 to +0.9 are the near feminine type and +1.0 to +3.0 are the feminine type.





#### IV. RESULTS AND ANALYSIS

The results are reported as follows: The profile of the sample (type ship and designator) is displayed in raw and percentage form. The remainder of the data is grouped into six sections: training preparedness, welcome aboard processes, peer relationships, supervisory relationships, informal communication systems, and command climate. Each section consists of the applicable questions from the survey. In each section, the initial women officer's data is presented first, followed by the current women officer's data, and completed with a comparison of the two. A similar format is followed for the commanding officer's data.

Three sets of statistical tests were done on the initial and current women's data: chi square, t-tests, and one-way analysis of variance (one-way ANOVA). T-tests were also performed on data obtained from the initial and current commanding officers.

##### A. PROFILE

##### 1. Initial and Current Women

The profile for the initial and current women by ship type are shown in Tables 5 and 6. The respondents in the initial and current group of women, broken down by designators, are shown in Tables 7 and 8.



TABLE 5

## Initial Women by Ship Type

SHIP TYPE					raw data/ %				
	Destroyer Tender (AD)		Repair Ship (AR)		Submarine Tender (AS)		Other		
NUMBER OF SHIPS AVAILABLE	4		3		5		2		
INITIAL	5 23.8		4 19.0		9 42.9		3 14.3		

TABLE 6

## Current Women by Ship Type

SHIP TYPE					raw data/ %				
	Destroyer Tender (AD)		Repair Ship (AR)		Submarine Tender (AS)		Other		
NUMBER OF SHIPS AVAILABLE	9		4		12		3		
CURRENT	23 21.9		22 21.0		47 44.8		13 12.4		



TABLE 7

## Initial Women by Designator

DESIGNATOR								
	raw data/ %							
	General Unrestricted Line	Surface Warfare Officer	In Training Surface Warfare Officer	Medical, Dental, Medical Service Corps	Supply Corps	Chaplain, Judge Advocate General, Pilot, Engineer- rino Duty Officer	Limited Duty Officer & Chief Warrant Officer	NOT INDICATED
	1100	1110 & 1115	1160 & 1165	2xxx EXCLUDING 25xx	3100 & 3105	OTHER STAFF	LDO & CWO	
INITIAL	6 28.6	15 71.4						





TABLE 8

## Current Women by Designator

DESIGNATOR								
	raw data/ %							
	General Unrestricted Line	Surface Warfare Officer	In Training Surface Warfare Officer	Medical, Dental, Medical Service Corps	Supply Corps	Chaplain, Judge Advocate General, Engineering Duty Officer	Limited Duty Officer & Chief Warrant Officer	
	1100	1110 & 1115	1160 & 1165	2000 EXCLUDING 2500	3100 & 3105	OTHER STAFF	LDO & CWO	NOT INDICATED
CURRENT	0 0.0	20 19.0	26 24.8	13 12.4	15 14.3	15 14.3	5 4.8	11 10.5



The majority of women assigned to ships went to submarine tenders and the majority of initial women officers assigned did qualify as surface warfare officers (Designator 111X).

The current women are distributed among all categories of officers with the majority in training for surface warfare officer.

## 2. Comparison

The same relative percentages of women officers by ship type remain despite the expanded numbers of women reporting on board ship and an increase in the number of destroyer tenders (AD) and submarine tenders (AS) available for assignment.

By designator--a larger representation among all designators was achieved.

## B. TRAINING PREPAREDNESS

### 1. Initial Women

In response to the question, 'What navy training did you receive prior to arriving onboard ship (excluding officer candidate school (OCS) and surface warfare officer's school (SWOS))?', was answered as shown in Table 9.

The majority of the initial women did not report receiving any additional navy training besides OCS/SWOS.

The following question asked, 'Do you think your navy training prepared you for life and success aboard ship?', was answered as shown in Table 10.



TABLE 9

## Initial Women--Prior Navy Training

<u>INITIAL</u>					
<u>NONE</u>	<u>DAMAGE CONTROL ASST.</u>	<u>LEADERSHIP MANAGEMENT EDUCATION &amp; TRAINING</u>	<u>COMBAT INFORMATION CENTER</u>	<u>OFFICER OF THE DECK</u>	<u>NAVIGATION</u>
11/32.4	3/8.8	3/8.8	3/8.8	3/8.8	2/5.9
<u>SAFE SHIP HANDLING</u>		<u>COMMUNICATIONS ASHORE</u>	<u>PRIOR TAD ON SHIP</u>	<u>PORT CONTROL</u>	<u>JUSTICE SCHOOL</u>
2/5.9		1/2.9	1/2.9	1/2.9	1/2.9
<u>CLASSIFIED MATERIAL TRAINING</u>		<u>ADMINISTRATION</u>		<u>NAVAL POSTGRADUATE SCHOOL</u>	
1/2.9		1/2.9		1/2.9	

Note 1. Up to three response per individual were considered

TABLE 10

## Initial Women--Training Preparedness

"Do you think your navy training prepared you for life & success aboard ship?"

Raw data/%

	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Initial	14/66.7	3/14.3	4/19.0



The majority felt they were adequately prepared. However, a sizeable minority of the initial women felt ambivalent or negative towards their preparation for ship-board duty.

The next question asked, 'Describe what areas in which you think you could use more training'? was answered (of those who answered) as shown in Table 11.

TABLE 11

Initial Women--Additional Navy Training  
(raw data/%)

<u>Tender Specific</u>	<u>Division Officer</u>	<u>Shipboard Indoctrination</u>	<u>Prior TAD On Ship</u>
4/36.4	3/27.3	2/18.2	1/9.1
		<u>Naval Customs and History</u>	
		1/9.1	

Of those who in a response, a need for auxiliary ship emphasis, more division officer training, and ship-board indoctrination was desired. Note that since this was a 'write in' question, those feeling very strongly wrote in response. This may indicate a larger degree of interest in these items.

## 2. Current Women

The question: 'What navy training did you receive prior to arriving on board (excluding OCS and SWOS)?' was answered as follows in Table 12.





TABLE 12

Current Women--Prior Navy Training  
(raw data/%)

<u>None</u>	<u>Leadership Management Education &amp; Training</u>	<u>Communications Afloat</u>	<u>Prior TAD on Ship</u>
50/40.7	7/5.7	6/4.9	6/4.9
<u>Prior Enlisted Experience</u>	<u>Justice School</u>	<u>Firefighting</u>	<u>Communications Ashore</u>
6/4.7	6/4.9	4/3.6	3/2.4
<u>Damage Control Asst.</u>	<u>Classified Material Training</u>	<u>Advanced Supply Training</u>	<u>Naval Facility Experience</u>
3/2.4	3/2.4	3/2.4	3/2.4
<u>Safe Ship Handling</u>	<u>Nuclear Weapons Training</u>	<u>Main Propulsion Asst.</u>	<u>Intelligence School</u>
2/1.6	2/1.6	2/1.6	2/1.6
<u>Combat Information Center</u>	<u>Engineering Duty Officer</u>	<u>Navigation</u>	<u>Advanced Medical Training</u>
1/0.8	1/0.8	1/0.8	1/0.8
<u>3M</u>	<u>Administration</u>	<u>Women In Ships</u>	<u>Submarine Refitting</u>
1/0.8	1/0.8	1/0.8	1/0.8
<u>Naval Postgraduate School</u>	<u>Shipboard Orientation</u>	<u>Electronics Training</u>	
1/0.8	1/0.8	1/0.8	

Note 1. Up to three responses per individual were considered.



The above response shows a more widely diversified experience which is due to a wider range of women officers onboard ship. A large segment reports no particular navy training was received prior to reporting on board.

The next question asked was, 'Do you think your navy training prepared you for life and success on board ship?' The response was as given in Table 13.

TABLE 13

Current Women--Training Preparedness

Do you think your navy training prepared you for life and success aboard ship?

	raw data/%		
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Current	67/63.8	25/22.8	13/12.4

The next question asked was, 'Describe in what areas you think you could use more training'. Of those who answered, the responses were as given in Table 14.

Of those who responded, the majority desired more training in damage control. They were followed closely by those desiring more shipboard indoctrination, division officer training, customs/history of the navy, and greater opportunity for shipboard temporary duty prior to arriving to their shipboard billet. A current 116X woman wrote, "Most of the women on ships are trained for DDS, FFS, etc. (non-auxiliary ships), however, most are onboard (auxiliary ships).



TABLE 14

## Current Women--Additional Navy Training

<u>Damage Control Asst.</u>	<u>Shipboard Indoctrination</u>	<u>Naval Customs and History</u>	<u>Prior TAD on Ship</u>
11/19.0	10/17.2	9/15.5	9/15.5
<u>Division Officer Training</u>	<u>Tender Specific/ Practical Training</u>	<u>'Regular' Navy Schools</u>	<u>Administration</u>
9/15.5	6/10.3	3/5.2	1/1.7

We can't easily apply what we've learned at school." As mentioned earlier, those who wrote in a response appear to feel the strongest concerning this issue. This data may be seen to indicate a larger degree of interest in these items.

### 3. Comparison

The majority of both initial and current women officers reported receiving no navy training other than OCS and SWOS prior to arriving onboard ship. However, the current group of women reported having a wider variety of training experience.

Concerning the adequacy of current navy training, there is virtually no change in the perception that their navy training was helpful for acclimation. Over sixty six percent of initial women responded 'yes' that their training did prepare them for shipboard life, while 63.8% of the current





group responded 'yes'. It is noted that there was an increase in the statement that their training was not helpful, going from 14.3% to 23.8%.

Concerning what training would be useful, current women stated more damage control training was felt to be necessary with a higher percentage of respondents indicating ship indoctrination, naval customs and history, prior temporary shipboard duty and more division officer training.

#### C. WELCOME ABOARD PROCESSES

##### 1. Initial Women

The following question, 'Did you feel welcomed when you arrived onboard?' received the following response from initial and current women officers as shown in Tables 15 and 16.

TABLE 15

Initial Women--Did You Feel Welcomed?

	Raw Data/%		
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Initial	13/61.9	7/33.3	1/4.5

TABLE 16

Current Women--Did you Feel Welcomed?

	Raw Data/%		
	<u>Yes</u>	<u>No</u>	<u>Undecided</u>
Current	86/81.9	14/13.3	5/4.8



The results indicate that approximately two-thirds of the initial women did feel welcomed while approximately one-third did not feel welcomed or were undecided. A larger majority of the current women felt welcomed when they arrived onboard ship.

The second part of the question, 'Explain what things occurred or did not occur to give you this impression', received the following responses from initial women as shown in Table 17, and from current women in Table 18.

TABLE 17

Initial Women--Why Welcome?

<u>Lots of Positive Attention</u>	<u>Positive Wardroom</u>	<u>Sponsor Assigned</u>	<u>Immediate Incorporation</u>
5	6	3	2

Of those who did not feel welcomed or were undecided, the responses given were as follows:

<u>No Indoctrination</u>	<u>Negative Wardroom</u>	<u>CO/XO Stated Against Women</u>	<u>No Sponsor</u>
3	2	2	1
<u>No Stateroom Assigned Despite Prior Knowledge</u>	<u>Overwhelming Sexual Imbalance</u>		
1	1		



TABLE 18

## Current Women--Why Welcome?

<u>Lots of Positive Attention</u>	<u>Active Sponsor</u>	<u>Positive Wardroom</u>	<u>Social Invite</u>	<u>Welcome Aboard Party</u>
25	9	29	2	3

<u>Immediate Incorporation</u>	<u>CO Involvement</u>
3	2

Of those who did not feel welcomed or were undecided, the the responses given were as follows:

<u>No Sponsor</u>	<u>CO/XO Stated Against Women</u>	<u>Negative Wardroom</u>	<u>Made Asst. To A Junior</u>	<u>Mustang Resentment</u>
4	1	6	1	1

<u>Tested</u>	<u>CO Had No Time For Her</u>	<u>No Stateroom Assigned Despite Prior Knowledge</u>	<u>No Indoc</u>	<u>Blatant Harassment</u>
1	1	2	1	1

<u>No Response To Introductory Letter</u>
3

A positive wardroom and positive command attention were the primary responses initial and current women gave as to the reason they felt welcomed aboard. Negative indicators were a negative wardroom, and a definitive statement from the commanding officer and/or executive officer against women being assigned onboard ship.



## 2. Comparison

There was a large increase in the percentage of women who did feel welcomed when they arrived for shipboard duty, and the reasons for feeling welcomed or unwelcomed within the two groups remained basically the same.

### D. PEER RELATIONSHIPS

Eight questions concerning peer relationships were asked in the survey:

1. In your opinion, to what extent are the women officers onboard qualified to be onboard?
2. To what extent are the women officers onboard put in positions equivalent to their male peers?
3. To what extent do you think your male peers are helpful to you?
4. To what extent do you think your female peers are helpful to you?
5. To what extent do you think your male peers are candid with you?
6. To what extent do you think your female peers are candid with you?
7. To what extent do you feel comfortable with your male peers?
8. To what extent do you feel comfortable with your female peers?

The questions concerning women being 'tolerated' onboard were discarded due to a problem with interpretation.

### 1. Initial and Current Women

Initial and current women responded to these questions as shown in Tables 19, 20, 21 and 22.





TABLE 19

## Initial Women--Peer Relationships I

## PEER RELATIONSHIPS I

INITIAL

RAW DATA/ADJUSTED %

TO WHAT  
EXTENTWomen Officers  
Qualified to be  
OnboardWomen In Equivalent  
Positions as Men

Male Helpfulness

Female Helpfulness

Very Great

Great

Some

Little

Very Little

Missing

Very Great

Great

Some

Little

Very Little

Missing

Very Great

Great

Some

Little

Very Little

Missing

Very Great

Great

Some

Little

Very Little

Missing

RAW DATA

9

6

6

0

0

0

6

6

3

1

4

1

9

5

2

4

1

0

3

1

9

2

2

4

ADJUSTED %

71.4

28.6

0.0

----

60.0

15.0

25.0

-----

66.7

9.5

23.8

---

19.0

42.9

19.0

---

Note 1. The adjusted percentage in this and following charts do not include missing data.

Note 2. Questions concerning female peers had a potential 'not applicable' response due to the low numbers of women onboard each ship.



TABLE 20

## Current Women--Peer Relationships I

PEER RELATIONSHIPS I																								
CURRENT		RAW DATA/ADJUSTED %																						
TO WHAT EXTENT	Women Officers Qualified to be Onboard						Women In Equivalent Positions as Men						Male Helpfulness						Female Helpfulness					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	42	44	13	4	2	0	42	29	21	8	4	1	34	39	24	7	1	0	24	14	30	6	1	0
ADJUSTED %	81.9		12.4	5.7		----	68.3		20.2		11.5	----	69.5		22.2	7.7		---	64.3		28.6	6.7		---

Note 1. The adjusted percentage in this and following charts do not include missing data.



TABLE 21

## Initial Women--Peer Relationships II

PEER RELATIONSHIPS II																								
INITIAL						RAW DATA/ADJUSTED %																		
TO WHAT EXTENT	Male Candidness						Female Candidness						Feeling Comfortable With Male Peers						Feeling Comfortable With Female Peers					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	3	8	5	4	1	0	2	7	8	1	1	2	8	10	0	2	1	0	2	6	10	1	0	2
ADJUSTED %	52.4	23.8	23.8	----			42.9	38.1	9.6			----	47.6	0.0	14.3	----			38.1	47.6	4.8	---		

Note 1. The adjusted percentage in this and following charts do not include missing data.

Note 2. Questions concerning female peers had a potential 'not applicable' response due to the low numbers of women onboard each ship.





TABLE 22

## Current Women--Peer Relationships II

PEER RELATIONSHIPS II																								
CURRENT							RAW DATA/ADJUSTED %																	
TO WHAT EXTENT	Male Candidness						Female Candidness						Feeling Comfortable With Male Peers						Feeling Comfortable With Female Peers					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	30	39	25	9	1	1	32	40	29	1	2	1	48	39	14	4	0	0	37	49	16	3	0	0
ADJUSTED %	66.3		24.0	9.6		----	69.2		27.9	2.9		---	82.9		13.3	3.8		----	81.9		15.2	2.9		---

Note 1. The adjusted percentage in this and following charts do not include missing data.



All the initial women thought the women onboard were qualified to be on board. Sixty percent of initial women believed women, in general, were placed in positions equivalent to the male officers. They viewed their male peers as more helpful than their female peers. This is probably due to the fact that all the initial women were new, with no 'shipboard seniority'. The initial women officers also believed that men were more likely to be candid towards the women, than the women were to each other. Women felt more comfortable with men (to a great or very great extent) than they did with their female shipmates.

The vast majority of current women, 94.3%, believe the women currently are qualified to be onboard to some extent or greater. Over sixty eight percent of the current women believe the women onboard are put in equivalent positions as their male peers to a great or very great extent. There is little difference between the way current women perceive the helpfulness and candidness of their male and female peers, and to the degree they feel comfortable with their male and female peers.

## 2. Comparison

### a. Qualified to be Onboard

Despite the numerical increase demonstrated between initial and current women in this area, the T-test indicated no significant differences between initial and current women's perceptions. However, significant differences



among groups within initial and current women were found by performing a chi square test and an analysis of variance (one-way ANOVA).

(1) Initial Women. Using chi square, considering only initial women, significant differences were found by designator. Non 111XS saw the other women officers onboard as being qualified to be there to a greater degree than their surface warfare counterparts viewed each other. This was further verified by one-way ANOVA results as shown in Tables 23 and 24.

TABLE 23

Initial Women--Women Officers Qualified to be Onboard

		Women Officers Qualified To Be Onboard			
	COUNT ROW PCT	Very Great	Great	Some	ROW TOTAL
DESIG	Non 111X	5 83.3	1 16.7	0 0.0	6 28.6
	111X	4 26.7	5 33.3	6 40.0	15 71.4
					Sig: 0.0491
COLUMN TOTAL		9 42.9	6 28.6	6 28.6	21 100.0



TABLE 24

Initial Women--Women Officers Qualified  
to be Onboard--One-way ANOVA

<u>One-Way ANOVA</u>				
<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F RATIO</u>	<u>F PROB.</u>
WOMEN QUALIFIED	NON 111X	6	9.028	0.0076
	111X	14		

This could be due to the highly competitive atmosphere in the line initial women. As one 111X survey respondent described it, "There tends to be an underground competition" among the women. Another stated, "There was a lot of in-fighting amongst the women (at the start) which really bothered me...they were competing to see who was going to qualify for OOD (Officer of the Deck) first."

(2) Current Women. Among the current women, the chi square test revealed that the female chief warrant officers (CWO) and the limited duty officers (LDO) do not have as much confidence in the other female officer's qualifications as the non-LDO/CWO personnel indicated. See Table 25.

b. Equivalent Positions

Via the T-test, no significant difference was found in the opinion of initial vs. current women on the subject of women given equivalent positions onboard ship as their male peers. Further T-tests comparing initial and current women by ship type, initial women on destroyer





TABLE 25

Current Women--Women Officers Qualified  
to be Onboard--by Designator

CESIG	CCLNT ROW FCT	Women Officer's Qualified To Be Onboard					ROW TOTAL
		Very Great	Great	Some	Little	Very Little	
Not Indicated		45.5	16.4	18.2	0.0	0.0	11
		45.5	16.4	18.2	0.0	0.0	10.5
1110.CO		44.4	10.0	0.0	5.6	0.0	18
		44.4	10.0	0.0	5.6	0.0	17.1
1115.CO		0.0	10.0	50.0	0.0	0.0	2
		0.0	10.0	50.0	0.0	0.0	1.5
1145.CO		1.0	10.0	0.0	0.0	0.0	2
		50.0	10.0	0.0	0.0	0.0	1.9
1160.CO		22.4	47.8	23.4	1.0	0.0	17
		22.5	47.1	23.5	5.9	0.0	16.2
1165.CO		4.4	2.2	33.3	0.0	0.0	9
		44.4	22.2	33.3	0.0	0.0	8.6
1195.CO		1.0	0.0	0.0	0.0	0.0	1
		100.0	0.0	0.0	0.0	0.0	1.0
1310.CO		1.0	0.0	0.0	0.0	0.0	1
		100.0	0.0	0.0	0.0	0.0	1.0
1460.CO		1.0	2.0	0.0	1.0	0.0	4
		25.0	50.0	0.0	25.0	0.0	3.8
1465.CO		1.0	1.0	0.0	0.0	0.0	2
		50.0	50.0	0.0	0.0	0.0	1.5
2105.CO		3.0	1.0	1.0	1.0	0.0	6
		50.0	16.7	16.7	16.7	0.0	5.7
2200.CO		1.0	2.0	0.0	0.0	0.0	3
		22.2	44.4	0.0	0.0	0.0	2.9
2205.CO		3.0	0.0	0.0	0.0	0.0	3
		100.0	0.0	0.0	0.0	0.0	2.9
2305.CO		0.0	1.0	0.0	0.0	0.0	1
		0.0	100.0	0.0	0.0	0.0	1.0
2500.CO		1.0	1.0	0.0	0.0	0.0	2
		50.0	50.0	0.0	0.0	0.0	1.5
2505.CO		0.0	1.0	0.0	0.0	0.0	1
		0.0	100.0	0.0	0.0	0.0	1.0
3100.CO		5.5	4.6	0.0	0.0	0.0	11
		45.5	44.5	0.0	0.0	0.0	10.5
3105.CO		1.0	2.0	0.0	0.0	0.0	4
		25.0	75.0	0.0	0.0	0.0	3.8
4100.CO		1.0	1.0	0.0	0.0	0.0	2
		50.0	50.0	0.0	0.0	0.0	1.9
LDO		0.0	0.0	0.0	0.0	1.0	1
		0.0	0.0	0.0	0.0	100.0	1.0
7XXX		0.0	0.0	1.0	0.0	0.0	1
		0.0	0.0	100.0	0.0	0.0	1.0
7XXX		1.0	0.0	1.0	0.0	0.0	2
		50.0	0.0	50.0	0.0	0.0	1.5
7XXX		0.0	0.0	0.0	0.0	1.0	1
		0.0	0.0	0.0	0.0	100.0	1.0
COLUMN TOTAL		42	44	13	4	2	105
		40.0	41.9	12.4	3.8	1.9	100.0

SIG: 0.0000



tenders (AD) with current 'AD' women etc., found current 'AD' women indicate more definitively that women are actually given as equivalent positions with the male officers, as shown in Table 26.

TABLE 26

T-Test (AD)--Women Given Equivalent Positions

T-Test--AD

Degrees of Freedom  
5/18  
F = 2.77

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
EQUIVALENT POSITIONS	INITIAL CURRENT	5 18	3.09

Some write in comments from current women were as follows: "Certain jobs are 'women's jobs'", i.e., assistant 1st Lt, Navigation/Operations, and certain jobs are 'off limits' to women, for example, MPA." A current woman onboard a destroyer tender included quality assurance and administration to 'women's jobs'. Additional comments regarding equivalent treatment were as follows: one current woman officer onboard a repair ship wrote that she "has been required to have two male escorts in a foreign port because of my sex". Another current woman, onboard a destroyer tender wrote in that "A woman cannot stand CDO (Command Duty Officer watch) without a male officer being aboard as ACDO (Assistant Command Duty Officer)."



c. Candid/Helpful/Comfortable

(1) With Females. The T-test performed between all initial women and all current women significantly indicated that current women place a much greater value in their female peers for helpfulness, candidness, and feeling at ease with them than the initial women did with their female peers. Additionally, current 111X women were significantly more positive than the initial 111X women towards their female peers concerning helpfulness and feeling comfortable with them. One current 11XX responded, "I find myself much more comfortable in an atmosphere that has more women in it. I don't feel as isolated."

TABLE 27

T-Test--To What Extent Do You Feel  
Comfortable with Your Female Peers?

T-Test

Degrees of Freedom  
20/78

F = 1.75

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
FEMALE	Initial	20	3.02
COMFORTABLE	Current	78	





TABLE 28

T-Test--To What Extent Do You Feel  
Your Female Peers are Candid?

T-Test

Degrees of Freedom  
20/78

F = 1.75

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
FEMALE	Initial	20	2.33
CANDIDNESS	Current	78	

TABLE 29

T-Test--To What Extent Do You Feel  
Your Female Peers are Helpful?

T-Test

Degrees of Freedom  
20/78

F = 1.75

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
FEMALE	Initial	20	3.99
HELPLESSNESS	Current	78	

Comparing all initial women with all current women by ship type, using the T-test, the 'AR' and 'AS' women indicate a significant difference in the way women view their female peers, with the current women being more positive in all categories. Women on destroyer tenders (AD) showed a significant difference in females being candid with each



other, the current women being more positive. See Table 30 below.

TABLE 30

T-Test (AD) --To What Extent Do You Feel  
Your Female Peers are Candid?

T-Test--AD

Degrees of Freedom  
5/18

F = 2.77

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
FEMALE	Initial	5	3.01
CANDIDNESS	Current	18	

(2) With Males. Male peers, in general, received a significant vote of confidence in helpfulness from current women, more than they did from initial women. Additionally, 'AD' current women rated males more positively than did their initial counterparts in feeling comfortable with males. One 'AR' woman stated, "And they (the warrant officers) were very welcoming to me...they were better at accepting the women than the regular academy types and the guys who had been officers for their whole career...they don't make an issue out of you. The other guys...they're always looking at you to see what you're going to do wrong or put you on the spot somehow and see how you react."



TABLE 31

T-Test--To What Extent Do You Think  
Your Male Peers are Helpful?

T-Test

Degrees of Freedom  
20/78

F = 1.75

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
MALE HELPFULNESS	Initial	20	1.97
	Current	78	

TABLE 32

T-Test (AD)--To What Extent Do You Feel  
Comfortable with Your Male Peers?

T-Test--AD

Degrees of Freedom  
5/18

F = 2.77

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
MALE COMFORTABLE	Initial	5	4.25
	Current	18	

Comparing initial women on submarine tenders (AS) with current 'AS' women we see the opposite. Women currently onboard submarine tenders indicate they feel less comfortable with their male peers, than the 'AS' initial women indicated about their male peers.



TABLE 33

T-Test (AS)--To What Extent Do You Feel  
Comfortable with Your Male Peers?

T-Test--AS

Degrees of Freedom  
9/30

F = 2.21

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
MALE	Initial	9	4.06
COMFORTABLE	Current	30	

Despite one current woman's remark, "We're not part of the good ole boy network," peer relationships do seem to be generally improving from the initial integration attempt during FY 78.

## E. SUPERVISORY RELATIONSHIPS

There were seven questions involving relationships up the chain of command. They were as follows:

1. To what extent do you feel free to give suggestions to your immediate supervisor?
2. To what extent do you feel your immediate supervisor gives you 'straight' answers?
3. To what extent do you feel you can ask your immediate supervisor for ideas?
4. To what extent do you feel 'protected' from making errors?
5. In your opinion, to what extent do you feel women officers onboard ships are 'protected' from making errors?
6. To what extent do you try to keep a low profile with your boss?





7. In your opinion, to what extent do you think women officers onboard ships try to keep a low profile with their boss?

1. Initial and Current Women

Initial and current women responded to these questions as shown in Tables 34 and 35.

Initial women, generally, had positive feelings toward their relationship with their supervisor. Two thirds of the initial women respondents felt to a very great or great extent freedom to give suggestions to their supervisors and believed that their supervisors gave them honest answers, although only 52.4% felt their supervisor was approachable, to a great or very great extent. Very few women believed they were protected from making errors or that navy women, in general, were being sheltered. Very few women believed they or others should keep a low profile with their supervisors.

Current women also had very positive feelings towards their supervisors. Over three fourths of the respondents believed they could give suggestions to their supervisors, that their supervisors gave them straight answers, and that their supervisors were approachable. They also did not believe that they or their counterparts on ships are protected by their superiors. Additionally, current women believed there is little need to maintain a low profile. One current woman wrote in, "Strong leaders are not low profile."

2. Comparison

Despite the numerical differences between initial and current women's responses, no significant differences



TABLE 34

## Initial and Current Women: Supervisory Relationships I

SUPERVISORY RELATIONSHIPS I																			RAW DATA/ADJUSTED %			
TO WHAT EXTENT		Freedom to Give Suggestions to Your Supervisor					Supervisor Gives You 'Straight' Answers					Approachability of Supervisor										
		Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing			
RAW DATA		11	3	4	1	2	0	12	2	5	1	1	0	7	4	5	4	1	0			
ADJUSTED %		66.7		19.0	14.3	--		66.7		23.8	9.6		---	52.4		23.8	23.8		--			



TABLE 34 (Cont'd)

SUPERVISORY RELATIONSHIPS I																		
CURRENT						RAW DATA/ADJUSTED %												
TO WHAT EXTENT	Freedom to Give Suggestions to Supervisor						Supervisor Gives You "Straight" Answers						Approachability of Supervisor					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	49	30	14	6	5	1	62	19	15	4	3	2	46	32	13	4	8	2
ADJUSTED %	76.0		13.5	10.5	--		78.6		14.6	6.8		---	75.7		12.6	11.7		----





TABLE 35

Initial and Current Women: Supervisory  
Relationships II

SUPERVISORY RELATIONSHIPS II																								
INITIAL												RAW DATA/ADJUSTED %												
TO WHAT EXTENT	You Feel Protected From Making Errors						Women Shipboard Officers Are Protected From Making Errors						You Should Keep A Low Profile:						Women Shipboard Officers Should Keep A Low Profile					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	1	0	4	5	11	0	0	0	8	2	11	0	1	0	5	3	12	0	1	0	2	3	15	0
ADJUSTED %	4.8	19.0	76.2	--		0.0	38.1	61.9	----		4.8	23.8	71.4	---		4.8	9.5	85.7	----					



TABLE 35 (Cont'd)

SUPERVISORY RELATIONSHIPS II																								
CURRENT												RAW DATA/ADJUSTED %												
TO WHAT EXTENT	You Feel Protected From Making Errors						Women Shipboard Officers Are Protected From Making Errors						You Should Keep A Low Profile						Women Shipboard Officers Should Keep A Low Profile					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	1	1	13	15	74	1	2	3	21	16	62	1	1	6	15	17	60	6	1	3	10	16	68	7
ADJUSTED %	2.9		12.5	85.6		---	4.8		20.2	75.0		----	1.0		15.2	77.7		---	4.1		10.2	85.7		---



were found, using the T-test in all seven questions; however, in comparing initial and current women by ship type, using the T-test and chi square, significant differences did appear.

a.   Straight Answers

Via the T-test, the current 'AD' women believe more strongly that their supervisors are giving them straight answers than their initial 'AD' counterparts believed of their supervisors.   See Table 36.

TABLE 36

T-Test (AD)--To What Extent Does Your Supervisor Give You 'Straight' Answers?

<u>T-Test--AD</u>			
			Degrees of Freedom 5/18
			F = 2.77
<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
SUPERVISOR- STRAIGHT ANSWERS	Initial	5	3.81
	Current	18	

b.   Protect Women

A significant difference was uncovered using the chi square test on initial women by designator. All of the initial non-111X women believed very strongly that navy shipboard women were protected 'to a very little extent'. This is opposed to the initial 111X women, of whom, 53.3%



believed navy shipboard women were protected 'to some extent' and the remainder divided between 'to a little extent' and 'a very little extent'. This was verified in a one-way ANOVA. See Tables 37 and 38.

TABLE 37

To What Extent Are Women Officers Protected  
from Making Errors--Initial Women by Designator

Women Shipboard Officers  
Protected From Making Errors

	COUNT ROW PCT	Some	Little	Very Little	ROW TOTAL
DESIG	Non-111X	0 0.0	0 0.0	6 100.0	6 28.6
	111X	8 53.3	2 13.3	5 33.3	15 71.4
					SIG: 0.0220
	COLUMN TOTAL	8 38.1	2 9.5	11 52.4	21 100.0

TABLE 38

To What Extent Are Women Officers Protected  
from Making Errors--One-way ANOVA

One-way ANOVA

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-RATIO</u>	<u>F-PROB.</u>
PROTECT WOMEN	NON 111X 111X	6 14	11.511	0.0032





c. Low Profile

A significant difference appeared in a T-test of all initial women on repair ships (ARS) compared to all 'AR' current women. The current 'AR' women believe more strongly than the initial women that a low profile with your supervisor is not necessary.

TABLE 39

T-Test (AR) --To What Extent Do You Feel  
You Should Keep a Low Profile?

T-Test--AR

Degrees of Freedom  
3/19

F = 3.13

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
KEEP A LOW	Initial	3	3.35
SELF PROFILE	Current	19	

F. INFORMAL COMMUNICATION SYSTEMS

There were three questions asked concerning informal communication systems. They were:

1. To what extent do you feel excluded from informal information networks?
2. To what extent do you push to be included in activities with your peers that are not work related?
3. To what extent do you receive useful information to improve your job performance or acclimation to shipboard life from sources outside your formal chain of command?



## 1. Initial & Current Women

See Table 40.

Although the majority of initial women do not feel excluded from informal information networks, a large minority of 28.6% did report feeling excluded to a very great or great extent. The majority of respondents report they do not push to be included in activities with their peers. Informal networks seem to be functioning to a very great and great extent in over 50% of the respondent's experience.

The majority of the current women officers did not feel excluded from information information networks, or believe that they have to push to be included in social activities. Over forty one percent of current women reported that they receive information via networks to a very great or great extent. One current woman stated, "We (the women onboard) are distributed among the ship's departments equally...we form an infrastructure or a hidden bureaucracy and we can get things.... Not only do we provide ourselves with a channel of communications that is faster than the routine channel of communications and is more team-conscious because we don't want one of the other women to look bad if we can help it." Another current woman wrote concerning pushing to be included, "This is vital. It is how 'the game' is played by the men. Many women don't realize this, comaraderie is a major part of the navy."



TABLE 40

Informal Communication Systems--  
Initial and Current Women

INFORMAL COMMUNICATION SYSTEMS																		RAW DATA/ADJUSTED %	
INITIAL																			
TO WHAT EXTENT	EXCLUDED FROM INFORMAL INFORMATION NETWORKS						PUSH TO BE INCLUDED IN SOCIAL ACTIVITIES						RECEIVE USEFUL INFORMATION FROM OUTSIDE SOURCES						
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	
RAW DATA	3	3	4	3	3	0	0	2	5	3	11	0	7	4	5	1	4	0	
ADJUSTED %	28.6		19.0	52.4		----	9.5		23.8	66.7		----	52.4		23.8	23.8		---	





TABLE 40 (Cont'd)

INFORMAL COMMUNICATION SYSTEMS																		
RAW DATA/ADJUSTED %																		
CURRENT																		
TO WHAT EXTENT	EXCLUDED FROM INFORMAL INFORMATION NETWORKS						PUSH TO BE INCLUDED IN SOCIAL ACTIVITIES						RECEIVE USEFUL INFORMATION FROM OUTSIDE SOURCES					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	8	9	23	17	48	0	5	17	23	22	37	1	20	23	31	14	16	1
ADJUSTED %	16.2		21.9	61.9		---	21.2		22.1	56.7		---	41.3		29.8	28.8		---



## 2. Comparison--Informal Systems

Using T-tests, no significant differences were found for the three questions concerning informal communications between initial and current women. This was true whether the women were grouped together or separated by ship type. Further analysis via chi square did indicate some differences for the question concerning exclusion.

### a. Exclusion

In a chi square test (initial women by designator), the 111Xs felt more excluded from informal information networks than the non-111Xs. The 111Xs seems to value interaction with the highly experienced LDOs and CWOs, but saw difficulty attaining it. One initial 111X woman expressed her feelings, "It (exclusion) was due to de facto segregation (age, marital status, etc.), rather than to intentional shunning." Another initial woman wrote, "We didn't have much in common with the warrants," and that does inhibit the potential for informal interactions which can aid the job socialization process.

In another chi square test, current women by ship, it appears the 'AD' women feel more excluded than their counterparts on other ships. See Table 41.

### b. Comments

Comments concerning the use of networking that were written in, are as follows: one current woman feels "Peers with former shipboard experience are a great help."



TABLE 41

To What Extent Do You Feel Excluded from  
Informal Communication Systems--Initial  
Women and Current Women by Ship Type

		Feel Excluded From Informal Information Networks						
	CCLNT ROW PCT	Very Great	Great	Some	Little	Very Little	ROW OTAL	
DESIG	NON 111X	1 16.7	0 0.0	2 33.3	3 50.0	0 0.0	6 28.6	
	111X	2 13.3	3 20.0	2 13.3	0 0.0	8 53.3	15 71.4	
	CCLMN TOTAL	3 14.3	3 14.3	4 19.0	3 14.3	8 38.1	21 100.0	

SIG: 0.0121

SIG: 0.0121

		Feel Excluded From Informal Information Networks						
	CCLNT ROW PCT	Very Great	Great	Some	Little	Very Little	ROW TOTAL	
SHIP								
	AD	5 21.7	1 4.3	3 13.0	2 8.7	12 52.2	23 22.1	
	AR	0 0.0	2 9.1	7 31.8	1 4.5	12 54.5	22 21.2	
	AS	2 4.3	2 6.4	5 19.1	11 23.4	22 46.8	47 45.2	
	OTHER	0 0.0	2 28.6	2 28.6	1 14.3	2 28.6	7 6.7	
		1 20.0	0 0.0	2 40.0	2 40.0	0 0.0	5 4.8	
	COLUMN TOTAL	8 7.7	8 7.7	23 22.1	17 16.3	48 46.2	104 100.0	

SIG: 0.0452

SIG: 0.0452

NUMBER OF MISSING OBSERVATIONS = 1



Another current woman found the "chiefs and LDO/CWOS helpful" also. One current woman warned "usually information/advice not filtered through the chain of command was useless or even deleterious to harmonious working relationships."

#### G. COMMAND CLIMATE

Questions concerning the command climate onboard ship and within the Navy were as follows:

1. To what extent does the command reward women officers in an equivalent manner as the men officers?
2. In your opinion, to what extent do shipboard commands reward women officers in an equivalent manner as the men officers?
3. To what extent does the command punish women officers in an equivalent manner as the men officers?
4. In your opinion, to what extent do shipboard commands punish women officers in an equivalent manner as the men officers?
5. To what extent are the navy equal opportunity goals stressed onboard ship?
6. To what extent are the Women in the Navy (WIN) workshops helpful in increasing women's integration onboard ship?
7. To what extent do you feel women need special training for life onboard ship with men?
8. To what extent do you feel men need special training for life onboard ship with women?

#### 1. Initial and Current Women

Initial and current women responded as shown in Tables 42 and 43. Note: 26 of the 31 missing response, in Table 43, for the WIN workshop question responded by indicating that they have never attended such a workshop.





TABLE 42

## Command Climate I--Initial and Current Women

COMMAND CLIMATE I													RAW DATA/ADJUSTED %													
INITIAL																										
TO WHAT EXTENT	Rewards for Onboard Women						Rewards for Navy Shipboard Women						Punishments for Onboard Women						Punishments for Navy Shipboard Women							
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing		
RAW DATA	5	11	1	1	3	0	4	9	4	3	0	1	7	2	6	4	2	0	6	5	4	1	4	1		
ADJUSTED %	76.2		4.8		19.0		65.0		20.0		15.0		42.6		28.6		28.6		55.0		20.0		25.0		---	



TABLE 42 (Cont'd)

COMMAND CLIMATE I																	RAW DATA/ADJUSTED %							
CURRENT																								
TO WHAT EXTENT	Rewards for Onboard Women						Rewards for Navy Shipboard Women						Punishments for Onboard Women						Punishments for Navy Shipboard Women					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	12	32	36	12	12	1	1	4	19	12	38	31	4	8	33	22	37	1	11	19	39	13	22	1
ADJUSTED %	42.3		34.6	23.1		--	6.8		25.7	67.6		-----	11.5		31.7	56.7		---	28.8		37.5	33.7		----



TABLE 43

## Command Climate II--Initial and Current Women

COMMAND CLIMATE II																								
INITIAL												RAW DATA/ADJUSTED %												
TO WHAT EXTENT	Equal Opportunity Goals Stressed						Women in the Navy Workshops-Helpful?						Special Training Women						Special Training Men					
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	1	4	6	4	6	0	0	0	6	4	9	2	2	1	3	2	13	0	3	1	7	1	9	0
ADJUSTED %	23.8		28.6	47.6	---		0.0		31.6	68.4	---		14.3		14.3	71.4	---		19.0		33.3	47.6	---	



TABLE 43 (Cont'd)

COMMAND CLIMATE II																																
CURRENT												RAW DATA/ADJUSTED %																				
TO WHAT EXTENT	Equal Opportunity Goals Stressed						Women in the Navy Workshops-Helpful?						Special Training Women						Special Training Men													
	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing	Very Great	Great	Some	Little	Very Little	Missing								
RAW DATA	12	32	36	12	12	1	1	4	19	12	38	31	4	8	33	22	37	1	11	19	39	13	22	1								
ADJUSTED %	42.3		34.6		23.1		---		6.8		25.7		67.6		----		11.5		31.7		56.7		--		28.8		37.5		33.7		---	





The majority of initial women respondents believe that the women aboard their ship are rewarded equivalently but they perceive rewards to women throughout the Navy to be distributed less equitably. One initial 111X woman wrote, "There is still a tendency to 'go easy on us' because we're 'only women', but the men are quickly learning to adapt to our presence." There is a notable split in voting on whether onboard women and women, Navy-wide, are punished equitably, with sizable minorities reporting.

There is also a split to how strongly the equal opportunity (EO) goals are stressed.

Additionally, the majority of the initial women officers believe the Women in the Navy (WIN) workshops have little value to the Women in Ships program.

Initial women tend to believe that there is little need for special training for women, while a third reported men need special training 'to some extent.'

In general, a majority of the current women believe that rewards and punishments of women officers are equitably distributed. There were some write-in comments to the contrary. A majority of respondents believe that the EO goals are stressed to a great or very great extent, with sizable minorities in other categories. The current women do not see the WIN workshops as helpful to the 'Women in Ships' program. On the subject of special training, current women believe that men require special training more so than women for life on integrated vessels.



## 2. Comparison

In the five areas of command climate--rewards, punishments, EO, WIN, and special training, no significant differences were found in the responses of all initial women as compared to all current women. In comparison by ship types, some significant differences did appear.

### a. Rewards

The T-test for 'AR' women indicate that the current respondents think Navy shipboard women in general are getting less equitable treatments in the areas of rewards and punishments than the initial 'AR' women indicated. See Table 44.

TABLE 44

T-Test (AR)--To What Extent Are  
Navy Women Rewarded Equally?

#### T-Test--AR

Degrees of Freedom  
3/19  
F = 3.13

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
REWARDS--	Initial	3	9.42
NAVY WOMEN	Current	19	

Additionally, the chi square test, current 'AR' women indicate only 52.3% of onboard women are rewarded equivalently to some extent or greater while AD and AS women report 86.5% and 84.8%, respectively. Current 'AR' 111X



woman wrote: "Women are nailed harder for mistakes."

Another wrote in, "When a male officer makes a mistake, he's a turkey. When a woman does, it reflects on all of us and we all suffer a lot of abuse because of it."

TABLE 45

To What Extent Are Onboard Women Rewarded Equally--Current Women

SHIP	CCLAT ROW PCT	Rewards for Onboard Women						ROW TOTAL
		Very Great	Great	Some	Little	Very Little	Missing	
AD		3	12	5	0	2	1	23
		13.0	52.2	21.7	0.0	8.7	4.3	22.8
AR		7	4	0	4	5	1	21
		33.3	19.0	0.0	19.0	23.8	4.3	20.8
AS		12	13	14	4	2	1	46
		26.1	28.3	30.4	8.7	4.3	2.2	5.5
OTHER		3	1	3	0	0	0	7
		42.9	14.3	42.9	0.0	0.0	0.0	6.9
		0	0	2	2	0	0	4
		0.0	0.0	50.0	50.0	0.0	0.0	4.0
COLUMN TOTAL		25	30	24	10	9	3	101
		24.8	29.7	23.8	9.9	8.9	2.5	100.0

NUMBER OF MISSING OBSERVATIONS • 4

SIG: 0.0198

Another chi square test, focusing on current women by designator, indicates supply women have the greatest belief women are rewarded equitably (to a great or very great extent) at 73.3%, with LDOS/CWOS the lowest (40.0%). Interestingly, medical women (21XX, 22XX, and 23XX) had 36.1% responding women onboard were rewarded 'to a very little extent'.



TABLE 46

## Rewards for Onboard Women--Current Women

DESIG	CCLAT RCW FCT	Rewards for Onboard Women						POW TOTAL
		Very Great	Great	Some	Little	Very Little	Missing	
Not Indicated		30.0 <sup>3</sup>	30.0 <sup>3</sup>	40.0 <sup>4</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	10 <sup>0</sup> 9.8
1110.CO		28.0 <sup>7</sup>	27.8 <sup>8</sup>	16.3 <sup>3</sup>	16.7 <sup>3</sup>	C.C <sup>0</sup>	C.C <sup>0</sup>	18 <sup>0</sup> 17.6
1115.00		50.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	5C.0 <sup>1</sup>	2 <sup>0</sup> 2.0
1145.00		50.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	50.0 <sup>1</sup>	2 <sup>0</sup> 2.0
1160.CO		25.0 <sup>4</sup>	31.3 <sup>5</sup>	25.0 <sup>4</sup>	18.8 <sup>3</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	16 <sup>0</sup> 15.7
1165.00		22.2 <sup>2</sup>	11.1 <sup>1</sup>	33.3 <sup>3</sup>	11.1 <sup>1</sup>	22.2 <sup>2</sup>	C.C <sup>0</sup>	8 <sup>0</sup> 8.8
1195.CC		C.C <sup>0</sup>	1C.C <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	0.0 <sup>0</sup>	1 <sup>0</sup> 1.0
1310.CC		C.C <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	1 <sup>0</sup> 1.0
1460.CC		C.C <sup>0</sup>	50.0 <sup>2</sup>	25.0 <sup>1</sup>	25.0 <sup>1</sup>	C.C <sup>0</sup>	0.0 <sup>0</sup>	4 <sup>0</sup> 3.9
1465.CO		0.0 <sup>0</sup>	50.0 <sup>1</sup>	0.0 <sup>0</sup>	50.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	2 <sup>0</sup> 2.0
2105.CO		0.0 <sup>0</sup>	40.0 <sup>2</sup>	20.0 <sup>1</sup>	0.0 <sup>0</sup>	20.0 <sup>1</sup>	2C.0 <sup>1</sup>	5 <sup>0</sup> 4.9
2200.CO		33.3 <sup>1</sup>	66.7 <sup>2</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	3 <sup>0</sup> 2.9
2205.00		C.C <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>3</sup>	C.C <sup>0</sup>	3 <sup>0</sup> 2.9
2305.00		C.C <sup>0</sup>	1C.C <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	1 <sup>0</sup> 1.0
2500.CC		0.0 <sup>0</sup>	0.0 <sup>0</sup>	50.0 <sup>1</sup>	0.0 <sup>0</sup>	5C.0 <sup>1</sup>	0.0 <sup>0</sup>	2 <sup>0</sup> 2.0
2505.CC		0.0 <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	1 <sup>0</sup> 1.0
3100.CC		45.5 <sup>5</sup>	27.3 <sup>3</sup>	18.2 <sup>2</sup>	0.0 <sup>0</sup>	9.1 <sup>1</sup>	0.0 <sup>0</sup>	11 <sup>0</sup> 10.8
3105.CO		0.0 <sup>0</sup>	15.0 <sup>3</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	25.0 <sup>1</sup>	C.C <sup>0</sup>	4 <sup>0</sup> 3.9
4100.CO		50.0 <sup>1</sup>	0.0 <sup>0</sup>	50.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	2 <sup>0</sup> 2.0
LDO		C.C <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	1 <sup>0</sup> 1.0
7XXX		C.C <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>1</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	1 <sup>0</sup> 1.0
7XXX		C.C <sup>0</sup>	1C.C <sup>2</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	C.C <sup>0</sup>	2 <sup>0</sup> 2.0
7XXX		C.C <sup>0</sup>	0.0 <sup>0</sup>	0.0 <sup>0</sup>	100.0 <sup>1</sup>	C.C <sup>0</sup>	C.C <sup>0</sup>	1 <sup>0</sup> 1.0
COLUMN TOTAL		24.5 <sup>25</sup>	30.4 <sup>31</sup>	23.5 <sup>24</sup>	9.8 <sup>10</sup>	8.8 <sup>9</sup>	3.0 <sup>3</sup>	102 <sup>102</sup> 100.0

SIG: 0.0001

NUMBER OF MISSING OBSERVATIONS = 3





b. Punishments

As indicated earlier, no general T-test results were found to be significant in the command climate area. However, the responses of current 'AR' women for equitable punishment for all shipboard women, navy-wide, was significantly different than the initial 'AR' women. The initial 'AR' women had a mean score of 2.0 (to a great extent navy shipboard women are treated equitably) while the current group responded 3.3 (to some extent).

TABLE 47

T-Test (AR)--To What Extent Are Navy  
Women Punished Equivalently?

T-Test--AR

Degrees of Freedom  
3/19

F = 3.13

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
PUNISHMENT--	Initial	3	3.45
NAVY WOMEN	Current	19	

The equity of punishment for current onboard women is perceived to a very great or great extent by 80.0% of the LDOS/CWOS, 81.7% of the medical women, 66.7% of the supply women and a low of 57.1% by the 111X women.

c. Equal Opportunity

The question 'To what extent are EO goals stressed onboard ship?' elicited responses from current women which



TABLE 48

Punishments for Navy Shipboard Women--  
Current Women By Designator

CCINT ROW PCT	Punishments for Navy Shipboard Women						ROW TOTAL
	Very Great	Great	Some	Little	Very Little	Missing	
Not Indicated	22.2	14.4	22.2	11.1	6.0	0.0	9.9
111C.CC	12.5	15.6	31.5	6.3	6.3	18.8	16.3
111F.CC	5C.0	0.0	0.0	0.0	0.0	1C.0	2.0
114F.CC	0.0	0.0	0.0	50.0	0.0	1C.0	2.0
1160.CC	27.5	25.0	31.5	6.3	0.0	0.0	16.3
116F.CC	44.4	22.2	11.1	11.1	0.0	11.1	9.9
1310.CC	0.0	0.0	100.0	0.0	0.0	0.0	1.0
146C.CC	0.0	15.0	50.0	0.0	0.0	25.0	4.1
146F.CC	0.0	50.0	0.0	0.0	5C.0	0.0	2.0
210F.CC	0.0	40.0	0.0	0.0	20.0	40.0	5.1
220C.CC	22.2	33.3	0.0	0.0	0.0	33.3	3.1
220F.CC	0.0	0.0	100.0	0.0	0.0	0.0	3.1
230F.CC	0.0	0.0	0.0	0.0	100.0	0.0	1.0
2500.CC	0.0	50.0	50.0	0.0	0.0	0.0	2.0
2505.CC	0.0	0.0	0.0	0.0	0.0	100.0	1.0
310C.CC	26.4	9.1	45.5	9.1	0.0	0.0	11.2
310F.CC	0.0	50.0	0.0	25.0	25.0	0.0	4.1
410C.CC	0.0	50.0	0.0	0.0	0.0	50.0	2.0
100	0.0	0.0	100.0	0.0	0.0	0.0	1.0
7XXX	0.0	100.0	0.0	0.0	0.0	0.0	1.0
7XXX	0.0	50.0	50.0	0.0	0.0	0.0	2.0
7XXX	100.0	0.0	0.0	0.0	0.0	0.0	1.0
CCLLPN TOTAL	21.4	26.5	27.6	7.1	5.1	12.3	98

NUMBER OF MISSING OBSERVATIONS =

7

SIG: 0.0100



were not significantly different from initial women. Nor was there a significant difference between current and initial women by ship type. However, the one-way ANOVA test between initial and current women indicates a significant difference in the extent EO goals were stressed, current women indicating goals being stressed more.

TABLE 49

To What Extent Are EO Goals Stressed--  
One-Way ANOVA

<u>One-Way ANOVA</u>				
<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-RATIO</u>	<u>F PROB.</u>
EO GOALS	Initial	20	5.586	0.0201
	Current	78		

The non-111Xs of the initial women believed the EO goals were stressed less than the 111Xs believed.

TABLE 50

To What Extent Are EO Goals Stressed--  
Initial Women By Designator

DESIG	CCLAT ROW FCT	Equal Opportunity Goals Stressed					ROW OTAL	SIG: 0.0484
		Very Great	Great	Some	Little	Very Little		
	NON 111X	0.0	0.0	0.0	33.3	66.7	28.6	
	111X	6.7	26.7	40.0	13.3	13.3	71.4	
	TOTAL	4.8	19.0	28.6	19.0	28.6	100.0	



#### d. Survey Comments

The question on equal opportunity brought a large response of write-in comments. An initial woman wrote that "EO goals were supported except on officer fitness reports or enlisted evaluations." Two women, one initial and one current, both wrote that "race issues were emphasized to a very great extent, but gender issues were emphasized to a little extent." Finally, one current woman wrote, "vocally and in writing, EO goals are emphasized (to a great extent), but be realistic, what kind of equal opportunity is it when a woman can only go to the 'worst' ships?"

#### e. WIN

The T-test performed with all initial women compared to all current women indicated a significant difference in this question. The current women were much more negative towards WIN workshops than the initial women. Additionally, current 'AD' women were significantly more negative than their initial counterparts towards the WIN workshops. A chi square test demonstrated the current medical women were the most negative, 88.8% voting 'very little' or 'little' followed by 11XXs at 71.4%, supply women 63.4% and CWO/LDO at 60.0%.

#### f. Special Training

The general T-test, all initial women compared to all current women did not show any significant differences. However, the T-test for 'AR' women indicate current 'AR' women believe women need special training less than the initial 'AR' women believed. Additionally, the chi square





TABLE 51

## T-Test--Women in the Navy Workshops

T-TestDegrees of Freedom  
20/78

F = 1.75

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
WIN	Initial	20	2.16
	Current	78	

test demonstrates current 'AR' women being most negative towards women needing special training, 68.2% voted to a 'little' or 'very little' extent, while the current 'AS' women are the least negative (53.2% voted to a 'little' or 'very little' extent.

TABLE 52

## T-Test (AR)--Special Training for Women

Degrees of Freedom  
3/19

F = 3.13

<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
SPECIAL TRAINING-- WOMEN	Initial	3	4.18
	Current	19	



TABLE 53

Special Training for Women--  
Current Women By Ship Type

CCLAT ROW PCT	Special Training Women						RCW TCTAL
	Very Great	Great	Some	Little	Very Little	Missing	
AD	2 6.7	1 4.3	7 30.4	5 21.7	8 34.8	0 0.0	23 22.1
AR	0 0.0	4 18.2	3 13.6	7 31.8	8 36.4	0 0.0	22 21.2
AS	2 4.3	2 4.3	18 38.3	7 14.9	18 38.3	0 0.0	47 45.2
OTHER	0 0.0	1 14.3	3 42.9	1 14.3	2 28.6	0 0.0	7 6.7
	0 0.0	0 0.0	2 40.0	2 40.0	0 0.0	1 20.0	5 4.8
	4 3.8	8 7.7	33 31.7	22 21.2	36 34.6	1 1.0	104 100.0
CCLMN TCTAL	4 3.8	8 7.7	33 31.7	22 21.2	36 34.6	1 1.0	104 100.0
MISSING OBSERVATIONS :							
			1				

SIG: 0.0159

## H. ANDROGYNY

1. Initial and Current Women

Initial and current women responded to the question, "To what extent do you feel a pressure to conform to male behaviors onboard ship?", as shown in Table 54.

While 35.0% of the initial women indicated they felt a pressure to conform to male behaviors to a 'very great' or 'great' extent, 50.0% reported little to no pressure in that area. The majority (48.9%) of the current women reported that they felt 'little' to 'very little' pressure to conform to masculine behaviors.



TABLE 54

To What Extent Do You Feel A Pressure to Conform  
to Male Behaviors--Initial and Current Women

CONFORM TO MALE BEHAVIORS						
INITIAL						
To What Extent	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	2	5	3	5	5	1
ADJUSTED %	35.0		15.0		50.0	
					--	

CONFORM TO MALE BEHAVIORS						
CURRENT						
TO WHAT EXTENT	Very Great	Great	Some	Little	Very Little	Missing
RAW DATA	12	13	20	37	6	17
ADJUSTED %	28.4		22.7		48.9	
					--	

The question concerning the BEM sex role inventory requested the respondents to indicate to what extent certain behaviors were encouraged or rewarded by their command. The BSRI was scored for each respondent and a mean score was computed for each group, current and initial women. Scores of -3.0 to -1.0 are the masculine type, -0.9 to -0.5 are the near masculine type, -0.5 to +0.5 are the Androgynous type, +0.5 to +0.9 are the near feminine type, and +1.0 to +3.0 are the feminine type.



From the BEM Sex Role Inventory completed by the respondents, the results were as shown in Table 55.

TABLE 55

BEM Sex Role Inventory--  
Initial and Current Women

INITIAL	BEM SEX ROLE INVENTORY					RAW DATA/ ADJUSTED %
	Masculine -3.0 to -1.0	Near Masculine -0.9 to -0.5	Androgynous -0.5 to +0.5	Near Feminine +0.5 to +0.9	Feminine +1.0 to +3.0	
RAW DATA	15	1	4	0	0	
ADJUSTED %	75.0	5.0	20.0	0.0	0.0	

1 Missing response

CURRENT	BEM SEX ROLE INVENTORY					RAW DATA/ADJUSTED %
	Masculine -3.0 to -1.0	Near Masculine - 0.9 to -0.5	Androgynous -0.5 to +0.5	Near Feminine +0.5 to +0.9	Feminine +1.0 to +3.0	
RAW DATA	77	12	2	2	2	
ADJUSTED %	81.1	12.6	2.1	2.1	2.1	

10 Missing responses





As indicated the majority (75.0%) of the initial women reported that their command encouraged or rewarded what BEM considers masculine behaviors. A greater majority, 81.1%, of the current group of respondents indicate that their command encouraged masculine behaviors as defined by BEM, but there was a greater range of responses.

## 2. Comparison

There was no significant difference in the way initial and current women answered the question, "To what extent do you feel pressured to conform to masculine behaviors?", as indicated by any of the T-tests performed comparing all initial women to all current women. However, the T-test between initial 111X women and current 111X women showed a significant difference along with the chi square statistic on the 'conform' question.

TABLE 56

Pressure to Conform to Male Behaviors--  
Initial Women By Ship Type

CCNT ROW PCT	Pressure to Conform to Male Behaviors					RCW TOTAL
	Very Great	Great	Some	Little	Very Little	
AD	0 0.0	4 10.0	0 0.0	1 20.0	0 0.0	5 25.0
AR	1 22.3	1 3.3	0 0.0	0 0.0	1 33.3	3 15.0
AS	1 11.1	0 0.0	1 11.1	3 33.3	4 44.4	9 45.0
OTHER	0 0.0	0 0.0	2 66.7	1 33.3	0 0.0	3 15.0
COLUMN TOTAL	2 10.0	5 25.0	3 15.0	5 25.0	5 25.0	20 100.0

MISSING OBSERVATIONS = 1

SIG: 0.0296



In the chi square test, initial women by ship type, 80.0% of the initial 'AD' women considered themselves pressured 'to a great extent', while 77.7% of the 'AS' women felt pressured 'to a little or very little extent'. One initial 'AD' 111X respondent wrote, "Basic wardroom policy, 'if you want to be here, you'd better adapt to our manners because we're damned sure not going to adapt to yours'."

In the BEM Sex Role Inventory, using the T-test comparing all initial women with all current women, a significant difference is discerned. Looking at the mean response, current women are slightly more androgynous than the initial women, but among 111Xs, the current group reports that their commands encourage significantly more 'masculine' behaviors than the initial 111Xs.

TABLE 57

T-Test--BEM Sex Role Inventory--Initial and Current Women and Initial and Current 111X

<u>T-Test</u>			Degrees of Freedom 20/78
			F = 1.75
<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
BEM SEX ROLE INVENTORY	Initial	20	5.69
	Current	78	

<u>T-Test 111X</u>			Degrees of Freedom 14/34
			F = 2.27
<u>CATEGORY</u>	<u>GROUP</u>	<u>N</u>	<u>F-VALUE</u>
BEM SEX ROLE INVENTORY	Initial	14	4.33
	Current	34	



a. Survey Comments

Some survey write-ins were as follows: A current woman who was emphasizing job performance rather than 'behavior' wrote, "We all have jobs to do and we do them," which would seem to indicate her lack of experience with any role pressure. Another woman wrote just the opposite, "We are expected to be strong, self-reliant, and capable, but those who sacrifice femininity to do this are looked at askance... they (the command) want us to be women." Another current woman expressed, "Some billets engender pressure to be 'macho', e.g., engineering officer." A current AR woman stated, "I think a lot of times, the more traditional men would be happier with you if you acted like a pseudo-man or if you acted really macho...they would be more comfortable than if you acted like a woman because they don't know how to deal with them."

More current women write-ins were: "I was told I was a bull in a china shop. I came on too strong. To me it was the only way to behave. I would not show my vulnerability or it would be treated as a sign of weakness as had been the case with my predecessor." Another agreed that there was a role pressure or conflict and mentioned, "Past studies have shown evaluations or fitness reports often have 'softer' or more 'feminine' verbiage in the written section. Male senior officers will use masculine adjectives when writing a male officer's Fitrep, where a female may have top 1%





(marks), the write-up on her will be largely ineffective. Still another comment was the ironic suggestion of the addition to the Androgyny quiz the term, 'sexually available', with a command encouragement of 'to a very great extent'.

## I. PROFILE

### 1. Initial and Current COS

The data obtained will be reported as follows: The demographics of the sample (type ship and percentage of women officers, enlisted women, and total LDO/CWO population) will be displayed in raw and percentage forms. The remainder of the data will be displayed in four separate charts:

1) primary reaction of commanding officers when discovering they will be commanding an integrated (or soon-to-be integrated) ship; 2) a description of the command climate concerning the advent of women on board; 3) the methods used to maintain or create a positive command climate on board; and 4) if female or male crew members require special training to serve on an integrated ship. The reporting of the raw data will be followed by an analysis section.

Demographics for the initial and current commanding officers (CO) are as shown in Tables 58 and 59.

Of those reporting, only the repair ships (AR) did not report any significant increase in their female complement (wardroom only).





TABLE 58

## Initial Commanding Officers by Ship Type

	SHIP TYPE				raw data/ %
	Destroyer Tender (AD)	Repair Ship (AR)	Submarine Tender (AS)	Other	
NUMBER OF SHIPS AVAILABLE	4	3	5	2	
INITIAL	3 23.1	1 19.2	4 42.3	1 15.4	

TABLE 59

## Current Commanding Officers by Ship Type

	SHIP TYPE				raw data/%
	Destroyer Tender (AD)	Repair Ship (AR)	Submarine Tender (AS)	Other	
NUMBER OF SHIPS AVAILABLE	9	4	12	3	
CURRENT	3 17.6	4 23.5	7 41.2	3 17.6	

Additional background information follows. The total percentage of women onboard ships is as shown in Table 60.



TABLE 60

Total Percentage of Women Onboard--  
Initial and Current

CURRENT								
TOTAL PERCENTAGE OF WOMEN ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING	2	8	2	3	0	0	1	1

INITIAL								
TOTAL PERCENTAGE OF WOMEN ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING	5	3						1

Currently, the majority of gender integrated ships have 5-10% women onboard. The percentage of women officers onboard is shown in Table 61.

The majority of commanding officers report that 10-15% of their wardroom are women officers. The percentage of women enlisted personnel onboard is shown in Table 62.

Currently, the commanding officers report that 5-10% of their enlisted complement consists of women. The percentage of limited duty officers/chief warrant officers onboard is shown in Table 63.

The majority of current commanding officers report their LDO/CWO make up 20-30% of their wardroom.



TABLE 61

Total Percentage of Women Officers  
Onboard--Initial and Current

INITIAL								
TOTAL WOMEN OFFICERS ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING	2	4	1	1				1

CURRENT								
TOTAL WOMEN OFFICERS ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING	1	2	6	4	2		1	1

TABLE 62

Total Percentage of Enlisted Women  
Onboard--Initial and Current

INITIAL								
TOTAL ENLISTED WOMEN ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING								

CURRENT								
TOTAL ENLISTED WOMEN ONBOARD								
REPORTED PERCENTAGE ONBOARD	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30 +	MISSING
NUMBER OF SHIP COs RESPONDING	4	8	2	2				1



TABLE 63

Total Percentage of LDO/CWO Onboard--  
Initial and Current

TOTAL LDO/CWO											
PERCENTAGE OF ONBOARD STRENGTH	0 - 10	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	MISSING
NUMBER OF SHIP COs RESPONDING			2		2	1	1	1	1	1	1

CURRENT TOTAL LDO/CWO											
PERCENTAGE OF ONBOARD STRENGTH	0 - 10	10 - 20	20 - 30	30 - 40	40 - 50	50 - 60	60 - 70	70 - 80	80 - 90	90 - 100	MISSING
NUMBER OF SHIP COs RESPONDING		1	5	3	2	1	1	2	1		1

The first reaction of the commanding officers upon learning they were to command an integrated ship are summarized in Table 64

TABLE 64

CO Primary Reaction to Gender  
Integration--Initial and Current

<u>INITIAL</u>		<u>CURRENT</u>	
<u>PRIMARY REACTION</u>		<u>PRIMARY REACTION</u>	
Positive	5	'No Problem'	9
Follow Orders	2	Positive	7
Somewhat Concerned	1	Somewhat Concerned	1
Missing	1		





As shown, the majority of commanding officers reported a positive attitude when faced with this organizational change.

The commanding officers described the command climate concerning the women onboard as shown in Table 65.

TABLE 65

CO Description of Command  
Climate--Initial and Current

<u>INITIAL</u>		<u>CURRENT</u>	
<u>COMMAND CLIMATE</u>		<u>COMMAND CLIMATE</u>	
Positive	4	Positive	9
Minor Harassment	1	Mixed	2
'Wait and See'	1	'Wait & See'	1
'Make it Work'	1	'Make it Work'	1
Required Massive Work	1	Required Some Work	1
		Surface Good, But...	1

The majority of the respondents reported they found a positive atmosphere regarding the women on their ship.

Of the methods used by the COS to maintain or create a positive command climate concerning women crew members, see Table 66.

From the results reported, if the commanding officer gets personally involved with the integration effort,



TABLE 66

CO Description on How to Maintain Positive Command  
Climat in Regards to Gender Integration--Initial and  
Current

<u>INITIAL</u>		<u>CURRENT</u>	
<u>MAINTAIN COMMAND CLIMATE</u>		<u>MAINTAIN COMMAND CLIMATE</u>	
Get Involved/Give Command Attention	6	Get Involved/ Give Command Attention	11
Elimination of Favoritism/Sailors are Sailors	6	Elimination of Favoritism/Sailors are Sailors	9
HRM Indoc/Awareness Training	3	Indoc/Information Sharing	6
Swift and Just Discipline	2	Encourage Professionalism	4
Continue as Before	1	Nothing	3
'I Did My Homework'	1	HRM Indoc/Awareness Training	1

promulgating, emphasizing and internalizing policy, they feel a positive condition can be generated or maintained.

## 2. Special Training

In regards to special training for their crew specifically, and for shipboard men and women in general, the COs responded as shown in Table 67.

### a. Discussion

Although the overwhelming majority of respondents said 'no' to special training, many of the respondents wrote in on the questionnaire that training provided by the Human



TABLE 67

CO Thoughts on Special Training  
Requirements--Initial and Current

<u>INITIAL</u>				<u>CURRENT</u>			
<u>Special Training Onboard Women</u>		<u>Special Training Onboard Men</u>		<u>Special Training Onboard Women</u>		<u>Special Training Onboard Men</u>	
Yes	1	Yes	4	Yes	3	Yes	4
No	8	No	5	No	14	No	13
<u>Special Training General Women</u>		<u>Special Training General Men</u>		<u>Special Training General Women</u>		<u>Special Training General Men</u>	
Yes	1	Yes	2	Yes	4	Yes	4
No	8	No	7	No	13	No	13

Resource Management teams, awareness training, sex role classifications, and sexual harassment would be of value to all shipboard members.

Additionally, it appears that current commanding officers believe their onboard women require less special training than other shipboard women, and the initial COs reported that their onboard males required more training than the general population.

### 3. Summary

Initial shipboard women officers were significantly more positive towards the WIN workshop than their current counterparts.

Current shipboard women, in general, are significantly more positive than initial shipboard officers in their opinion of female helpfulness, female candidness, and in feeling comfortable with their female peers. Also, current





women are more positive in their opinion of male helpfulness. Current women viewed their commands as significantly less masculine than the initial women. However, current 111X officers felt their commands encouraged more 'masculine' behavior than their initial counterparts.

Current 111X women are the least convinced of all groups (supply, medical LDO, CWO) of the equity of punishment for shipboard women.

Current LDO/CWO women are significantly less positive that the other women officers onboard are qualified to be there.

Current destroyer tender (AD) women are significantly more positive of women being placed in equivalent positions, supervisors giving them straight answers, being comfortable with their male peers, and female candidness, but felt significantly more excluded from informal networks than the initial complement of 'AD' women.

Current repair ship (AR) women are significantly more positive towards their female peers (helpfulness, candidness, feeling comfortable with them), but significantly less positive in the equity of rewards and punishments for women shipboard officers navy-wide.

Current submarine tender women reported similarly as current 'AD' women. They are significantly more positive towards their women peers (helpfulness, candidness, and feeling comfortable with them), but significantly less





comfortable around their male peers than the initial 'AS' women felt.

In the data on commanding officers, no significant differences were noted.



## V. CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The author found some positive and some negative items to report.

In the comparison of initial and current navy shipboard women, it was found that during the pre-entry stage of socialization, there is the perception of the women being generally well prepared for shipboard duty, although women did indicate a need for more expanded training opportunities.

In the area of women qualified to be present onboard, female LDO/CWOS were significantly less convinced on the other female officers' qualifications.

Concerning the quality of peer relationships of the shipboard women, there is an increase in the perception of the value of female peers on ships. There is also an increase in the areas of helpfulness, candidness, and in feeling comfortable with female peers.

Additionally, there is an increase in the perception of male shipmates helpfulness. There is also an increase in the women's perception of feeling comfortable with them. The women onboard submarine tenders are an exception.

The use of informal communication networks on ships seems to be inhibited by the difference in age and marital status of the LDO/CWOS and the women surface line officers. Although these conditions are intrinsic in the system, methods of



encouragement of informal networks despite the age, sex, and marital status differences could be explored. Additionally, current women onboard destroyer tenders feel more excluded from informal networks than the initial 'AD' women felt.

Supervisory relationships have all become more positive. There is less of a perception that women are being coddled or protected due to media and policy maker scrutiny. There is a perception that supervisors are now more approachable and open with the women officers now, than they were with the initial group of shipboard women.

In the area of command climate, there are some concerns which surfaced. The women perceive that the equal opportunity goals in regards to the control of sexism is not being pursued with the same vigor as the EO goals in regards to the control of racism. The women perceive the use of "Women in the Navy" workshops for easing the integration of women on board ships as not helpful. Additionally, women aboard repair ships believe that there is less equity for women concerning the subject of rewards and punishments.

The women agree with the commanding officers that there should be an eradication of 'special training' for women. As one women respondent put it, "Requiring women to attend special training, simply increases the amount of 'differentness' among us, and is not helpful." From the responses of the women officers, the spoken aim is to be a 'team player'





and a 'creative individual'; however, they are conforming and thereby avoiding drawing 'excessive' attention to themselves.

Despite the strong response of the women that they do not conform to male behaviors on board ship, the BEM Sex Role Inventory indicates that both the initial and current women feel that their commands encourage what BEM terms masculine behavior. The staff women perceive it to a lesser extent. In general, current shipboard women report a more androgynous climate onboard ship. However, current 111X women see a less androgynous environment.

Commanding officers are continuing to do what the initial COs did, and those methods seem to be helpful. Few commanding officers stated they were doing 'nothing' different in relation to the gender integration. The majority of the commanding officers see the advent of women on ships as a change worthy of note and action. Despite a command shift towards the encouragement of androgynous behavior, the behavior encouraged is still within the 'masculine' domain. The author believes the COs are still in Adler's cultural dominance mode, rather than moving towards the cultural compromise or synergy model.

The author believes that to help the women in ships program succeed, there needs to be increased focus on the organizational socialization of the women involved, especially in the area of encouraging informal information networks,





EO goals in regards to the control of sexism, and the encouragement of androgynous behaviors in shipboard officers.

#### A. RECOMMENDATIONS

From this research, the author believes that further research should be begun on various items. One such need is a cost effectiveness study of the possibility of allowing officer candidates or surface warfare students the opportunity to serve temporary additional duty on ships, prior to reporting for their first assignment. Also the addition of courses (required or elective) which expand on damage control, division officer work, naval customs and history and some tender specific training might be tested. Another important effort would be to study the informal information networks for officers and how these differ between male and female officers. Further use of the BEM Sex Role Inventory, this time administered to commanding officers and males comparing what shipboard personnel feel is being emphasized and what the commanding officers say are being emphasized would give further information to senior planners. A study of the potential of building bridges of communication between the CWO/LDO community and the surface warfare officer seems appropriate. Two final suggestions would be: (1) to evaluate if the WIN workshop is truly effective, and (2) to what degree stress is created by putting women in traditionally male fields.



## APPENDIX A

### QUESTIONS FOR WOMEN ON SHIPS (INITIAL)

The information requested pertains only to the period of time that you were stationed onboard ship. If you have had more than one assignment onboard (for example, you were assigned as 1st Lt for 18 months and now as legal officer). Use the earlier assignment in answering the questions.

PLEASE COMPLETE THIS QUESTIONNAIRE AS HONESTLY AND COMPLETELY  
AS POSSIBLE SO THE DATA OBTAINED IS VALID

Designator \_\_\_\_\_

How long were you stationed onboard?

\_\_\_\_\_ yrs \_\_\_\_\_ months

Was this your initial tour in the Navy? (excluding OCS and SWOS)

\_\_\_\_\_ yes \_\_\_\_\_ no

Did you become SWOS qualified on your first shipboard assignment?

\_\_\_\_\_ yes \_\_\_\_\_ no

Was your ship

\_\_\_\_\_ AD \_\_\_\_\_ AS \_\_\_\_\_ AVM \_\_\_\_\_ AVT

\_\_\_\_\_ AR \_\_\_\_\_ T-AGS \_\_\_\_\_ AGDS

How often did your ship get underway? (E.g., once a quarter, bimonthly)

\_\_\_\_\_

How long were deployments usually?

\_\_\_\_\_ months \_\_\_\_\_ days

To what extent did you have opportunities to go TAD onboard combatants?

\_\_\_\_\_ To a very great extent

\_\_\_\_\_ To a great extent

\_\_\_\_\_ To some extent

\_\_\_\_\_ To a little extent

\_\_\_\_\_ To a very little extent

\_\_\_\_\_ Not applicable



What Navy training did you receive prior to arriving onboard?  
(Exclude OCS AND SWOS)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think your Navy training prepared you for life and success onboard ship?

\_\_\_\_\_yes \_\_\_\_\_no

If not, describe what areas you think you could have used more training in.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Did you feel welcomed when you arrived onboard?

\_\_\_\_\_yes \_\_\_\_\_no

Explain: What things occurred or did not occur to give you this impression?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In your opinion, to what extent were the women officers onboard qualified to be onboard?

\_\_\_\_\_To a very great extent

\_\_\_\_\_To a great extent

\_\_\_\_\_To some extent

\_\_\_\_\_To a little extent

\_\_\_\_\_To a very little extent

To what extent did you think your presence was 'tolerated' onboard ship by the command?

\_\_\_\_\_To a very great extent

\_\_\_\_\_To a great extent

\_\_\_\_\_To some extent

\_\_\_\_\_To a little extent

\_\_\_\_\_To a very little extent





In general, to what extent did you think the presence of women onboard ships 'tolerated'?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent were the women officers onboard put in positions equivalent to their male peers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To little extent
- \_\_\_\_\_ To a very little extent

To what extent did you think your male peers were helpful to you?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you think your female peers were helpful to you?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you think your male peers were candid with you?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent





To what extent did you think your female peers were candid with you?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you find a pressure to conform to male behaviors onboard ship?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel excluded from informal information networks?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel comfortable with your male peers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel comfortable with your female peers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent



To what extent did you push to be included in activities with your peers that were not work oriented?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel you should keep a low profile with your immediate supervisor?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

In general, to what extent did you feel women officers should keep a low profile with their immediate supervisor?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel free to give suggestions to your immediate supervisor?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel your immediate supervisor gave you 'straight' answers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent



To what extent did you feel you could ask your immediate supervisor for ideas?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you receive useful information to improve your job performance of acclimation to shipboard life from sources outside your formal chain of command?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent do you feel women need special training for life onboard ship with men?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent do you feel men need special training for life onboard ship with women?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did you feel 'protected' from making errors?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent



In your opinion, to what extent do you feel women officers onboard ships were 'protected' from making errors?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent were the women in the Navy workshops helpful in increasing women's integration onboard ship?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent were the Navy Equal Opportunity goals stressed onboard ship?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent did the command reward women officers in an equivalent manner as the men officers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

In your opinion, to what extent do shipboard commands reward women officers in an equivalent manner as the men officers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent





To what extent did the command punish women officers in an equivalent manner as the men officers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

In your opinion, to what extent do shipboard commands punish women officers in an equivalent manner as the men officers?

- \_\_\_\_\_ To a very great extent
- \_\_\_\_\_ To a great extent
- \_\_\_\_\_ To some extent
- \_\_\_\_\_ To a little extent
- \_\_\_\_\_ To a very little extent

To what extent were these behaviors rewarded or encouraged by your command? (Use numbering system below)

1 = very great    2 = great    3 = some    4 = little  
5 = very little

Indicate a number for all behaviors--the list continues on the next page

- |                           |                               |
|---------------------------|-------------------------------|
| _____ Self reliant        | _____ Makes decisions easily  |
| _____ Yielding            | _____ Compassionate           |
| _____ Helpful             | _____ Sincere                 |
| _____ Defends own beliefs | _____ Self-sufficient         |
| _____ Cheerful            | _____ Eager to soothe hurt    |
| _____ Moody               | _____ feelings                |
| _____ Independent         | _____ Conceited               |
| _____ Shy                 | _____ Dominant                |
| _____ Conscientious       | _____ Soft-spoken             |
| _____ Athletic            | _____ Likable                 |
| _____ Affectionate        | _____ Masculine               |
| _____ Theatrical          | _____ Warm                    |
| _____ Assertive           | _____ Solemn                  |
| _____ Flatterable         | _____ Willing to take a stand |
| _____ Happy               | _____ Tender                  |
| _____ Strong personality  | _____ Friendly                |
| _____ Loyal               | _____ Aggressive              |
| _____ Unpredictable       | _____ Gullible                |
| _____ Forceful            | _____ Inefficient             |
| _____ Feminine            | _____ Acts as a leader        |
| _____ Reliable            | _____ Childlike               |
| _____ Analytical          | _____ Adaptable               |
| _____ Sympathetic         | _____ Individualistic         |



_____ Jealous	_____ Does not use harsh
_____ Has leadership abilities	_____ language
_____ Sensitive to needs of	_____ Unsystematic
_____ others	_____ Competitive
_____ Truthful	_____ Loves children
_____ Willing to take risks	_____ Tactful
_____ Understanding	_____ Ambitious
_____ Secretive	_____ Gentle
	_____ Conventional

What is your race/ethnic background?

\_\_\_\_\_

What was your supervisor's race/ethnic background?

\_\_\_\_\_

THIS COMPLETES THE SURVEY QUESTIONNAIRE

PLEASE RETURN SURVEY IN THE ENCLOSED ENVELOPE BY 15 NOV 82.

THANK YOU FOR YOUR COOPERATION

If you would like a copy of my completed thesis report,  
please contact me by separate communication.



APPENDIX B

QUESTIONS FOR INITIAL COS

This information pertains only to the period of time which you were the commanding officer of a navy vessel with women assigned. The focus of this questionnaire is to determine the commanding officer's personal goals and methods to obtain those goals in managing a ship with women onboard in the most effective manner possible.

PLEASE COMPLETE THIS QUESTIONNAIRE AS HONESTLY AND COMPLETELY AS POSSIBLE SO THE DATA OBTAINED IS VALID. THE ONLY IDENTIFYING FEATURE OF THIS SURVEY IS THE TYPE OF SHIP (AR, AS, AD, OR 'OTHER AUXILIARY SHIP') IF THERE ARE LESS THAN THREE OF THIS TYPE.

How did you feel when you discovered you were being assigned to a ship with women onboard?

---

---

---

What percentage of the command was female? (Approximately)

---

What percentage of the wardroom was female? (Approximately)

---

What percentage of the wardroom was LDO and Warrant?  
(Approximately)

---

What percentage of the enlisted population was female?  
(Approximately)

---

During the first three months of your command, what was the command climate like concerning women onboard?

---

---

---

Was that acceptable to you?

\_\_\_\_\_yes \_\_\_\_\_no





If so,

A) What did you do to maintain that climate?

---

---

---

---

B) What were the results?

---

---

---

If not,

What was the end point you wished to achieve?

---

---

What actions did you take to get towards that end?

What were the results/indicators?

---

---

---

Did you think your female officers onboard require special training (beyond OCS and SWOS) to enhance their effectiveness for working onboard with males?

\_\_\_\_\_yes \_\_\_\_\_no

If so, what types of training would have been appropriate?

---

---

---

Did you think your male crew members onboard required special training to enhance their effectiveness for working onboard with females (beyond current training)?

\_\_\_\_\_yes \_\_\_\_\_no

If so, what types of training would have been appropriate?

---

---

---





In general, do you believe that women need special training to function effectively in a male dominated organization?

\_\_\_\_\_yes \_\_\_\_\_no

If so, what types of training would be appropriate?

---

---

---

In general, do you believe that men need special training to function effectively with women?

\_\_\_\_\_yes \_\_\_\_\_no

If so, what types of training would be appropriate?

---

---

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